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ABSTRACT

These instructional materials are designed to improve the performance of paraeducators working in transitional services and supported employment for teenagers and young adults with disabilities. The competency-based program helps participants to learn skills they can apply immediately, to accept new practices, and to increase their understanding of education issues. The modules cover: (1) roles of paraeducators working in transitional and vocational services; (2) communication and team-building skills; (3) human and legal rights of children and youth with disabilities and their families; (4) human development; (5) the instructional process (individualized education and transition plans, assessment, data collection, goals and objectives, and instructional interventions); (6) working with families; (7) appreciating diversity; and (8) emergency, health, and safety procedures. The format for the instructional modules includes: instructional objectives, equipment and resources required, suggested training activities and exercises, background information for the trainer, and handouts and transparencies. Training procedures involve small group discussions, brainstorming, problem solving, case studies, and role plays. (References accompany each module.) (JDD)

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A CORE CURRICULUM & TRAINING PROGRAM TO PREPARE PARAEDUCATORS TO WORK IN TRANSITIONAL SERVICES AND SUPPORTED EMPLOYMENT PROGRAMS

The National Resource Center for Paraprofessionals in Education and Related Services
Center for Advanced Study in Education
Graduate School and University Center
City University of New York

Anna Lou Pickett
Karen Faison
John Formanek
James Woods

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The National Resource Center for Paraprofessionals in Education and Related Services
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#05-93 - September, 1993

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PREFACE

As school systems and other provider agencies increase the availability of inclusive home and center based programs for young children, expand efforts to integrate general and special education, and prepare teenagers with disabilities to move into the adult world, employment of paraeducators is continuing to grow and their duties are becoming more complex. While paraeducators have become major contributors in the delivery of education services to children and youth who require individualized attention, opportunities for systematic, standardized training have not kept pace. The goals of these instructional materials are to provide personnel developers and trainers with resources they can use to improve the performance of the paraeducator workforce.

This instructional program is one of a series developed by the National Resource Center for Paraprofessionals in Education and Related Services to prepare paraeducators to work in the following areas: 1) center based and home visitor programs for young children from birth to age five, 2) inclusive classrooms serving school age students and 3) transitional services and supported employment for teenagers and young adults.

The content in the three sets of instructional programs is based on a core curriculum that recognizes the generic nature of the competencies paraeducators require to work in various education and related services programs. The individual training programs focus on the specific skills paraeducators must have to work with children and youth of different ages, who have different levels of disabilities and different education needs.

The competencies, content and format of the training materials were field tested nationwide in sites that included community colleges, local school districts and other education delivery systems. The trainers who assisted us with evaluating the modules ranged from experienced personnel developers to teachers and paraeducators with no prior experience in the field of adult education. The agencies that tested the training programs were: The Arkansas Special Education Resource Center with the assistance of the Arkansas State Department of Education and the University of Arkansas, University Affiliated Program; a joint venture among East San Gabriel Valley Regional Occupation Program (ROP), Coastline ROP; Mount San Antonio College, Rancho Santiago College and Coastline College in California; St Michaels Association for Special Education in Arizona; Front Range Community College, Colorado; The Vermont Certificate of Study Program for Instructional Assistants; Fairview Early Education Center, Rockford, Illinois Public Schools; the Indiana Statewide PreSchool Initiative; the Trumbull, Connecticut Public Schools; and Wyandotte Comprehensive Special Education Cooperative, Kansas.

ACKNOWLEDGEMENTS

Many people provided invaluable assistance to the various components of this project. We worked closely with an advisory panel who represented a cross section of disciplines and had expertise and insight about various factors that influence the deployment, training and retention of a skilled paraeducator workforce. Members of the panel were: Phyllis Kelly, Special Education Outcomes Team, Kansas State Board of Education; Betty Larson, Child Development Department, San Antonio (Texas) College; Pat Haley, The Oregon Health Sciences University; Richard White, Department of Teaching Specialties, University of North Carolina - Charlotte; Arlene Barresi, Paraeducator, Board of Cooperative Education Services -2, Suffolk County, N.Y.; Linda Eggbeer, Zero to Three (National Center for Clinical Infants Programs) Arlington, Virginia; Karen Faison, Education Consultant, Ord, Nebraska; Elizabeth Kuhlman, Head Start State Collaboration Plan, New Jersey, Office of the Governor; Lynn Safarik, Transition Services Training Program, California State University - Long Beach; Barbara Semrau, Focus Inc. Arkansas; Susan Simon, Department of Disabilities Services, Kirkwood Community College, Iowa; Brad Thiel, Department of Human Services, Southeast Community College, Nebraska; Eugene Thompson, St. Michaels Association for Special Education, Inc. The Navajo Nation, Arizona; and Stanley Vasa, Department of Special Education and Communication Disorders, The University of Nebraska.

Along the way, there were many people who went out of their way to help us and they deserve special thanks because as the saying goes: "We could not have done it without them." The paraeducators who participated in the field testing and provided us with feedback about the content and objectives of the training made sure the materials would meet the needs of paraeducators across the country. Kathy Balkman and her colleagues in Arkansas, were enthusiastic supporters and offered many good suggestions for improving the materials. In California, Donna Schwan, Mary Prather, Grace Hanson, Gloria Guzman, Celeste Ryan and Lynn Safarik proved that collaborative efforts among service delivery agencies and two and four year colleges produce effective training for paraeducators. Sonja Frantz enabled us to test the materials in early childhood programs across Indiana. Teri Wallace at the Minnesota University Affiliated Program, Mike Thew from Lincoln Intermediate Unit in Pennsylvania, and Sydney Shepherd from the Wyandatte Special Education Coop took time from their busy schedules to assist with assessing the material. Ross Graham edited the final version to make sure we really did follow the same format in the various modules, that the commas were in the right place and tenses of verbs and subjects agreed.

Finally, Lucille Mascetti, the project secretary, has done it again. She has managed to live through the developmental phase, the evaluation phase and the revision phase of another project and has still retained her sense of humor.

Anna Lou Pickett
Project Director

SUGGESTED TRAINING PROCEDURES

This competency based instructional program is designed to build on the life and work experiences participants will bring to the training. While participants will learn skills they can apply immediately, the training will also facilitate acceptance of new practices and increase their understanding of education issues. And they will also learn communication and other skills that will enable them to become more effective team members.

The format for the instructional modules includes: 1) instructional objectives, 2) equipment and resources required to teach the lesson, 3) suggested training activities and exercises; 4) background information for the trainer and 5) handouts and transparencies. The training procedures are designed to foster active participation and include small group discussions, brainstorming, problem solving, case studies and role plays.

The suggestions that follow are designed to provide trainers with ideas they can use to motivate participants.

BEFORE THE TRAINING BEGINS. You should study the material for each module and become familiar with the goals, content, activities and special training directions. Since you are using material developed by others, you may want to adapt some of the instructional methods to reflect your individual training style. To arouse the interest of the participants, case studies that relate directly to their on-the-job experiences are contained in the different modules. You may want to develop your own case studies or role plays to supplement the activities and exercises contained in the materials.

In addition you should: a) make sure that the information in the training modules accurately reflects district policies and practices; b) become familiar with local agencies and practitioners who can assist with the training and provide background information, practica sites, and other resources; c) make sure that handouts and other materials for trainees are available for each session; d) and request AV equipment early, set it up and test it before the session begins.

DURING THE TRAINING SESSION. You might want to use introductory ice breaker activities to achieve a feeling of togetherness and belonging even if participants know each other. You should outline, on a chalkboard or chart paper, the specific goals of the training session and describe briefly what the participants will be expected to do and to learn. Be sure to stress the value and practical application of the training and the beneficial impact it will have on improving job skills and productivity. Before you move on to a new subject, make sure the participants have a clear understanding of the information presented. It is important that you not assume that because trainees use jargon or technical terms they understand the information. And finally, make sure there is time to respond to expressed needs, questions, requests and feelings of the trainees.

AFTER THE TRAINING. Be sure to follow-up on requests for additional information and resources for participants and incorporate trainees' comments and reactions into future training plans.

STRENGTHENING THE INSTRUCTIONAL TEAM

OVERVIEW

The employment of paraprofessionals in the education workforce has grown steadily and their roles have expanded dramatically since they were introduced into schools as teacher aides forty years ago. Traditionally their duties were limited to record-keeping, preparing materials and monitoring students. Now, paraprofessionals have become technicians who provide instructional, therapeutic and other direct services to children and youth in special, general, compensatory and early childhood education. In some cases, they provide assistance to parents and other caregivers. Indeed, they can more accurately be described as paraeducators, just as their counterparts in law and medicine are designated as paralegals and paramedics.* These changes are very apparent in transition programs serving young people who are moving from school to the adult world. By creating staffing patterns that rely on paraeducators to extend and promote the programmatic and administrative functions of the professional workforce, school districts are able to expand the availability of education services in community learning environments and work sites.

The content in this module is divided into two units. The purpose of the first unit is to provide paraeducators with an understanding of their duties in classrooms and community learning environments, and the legal, ethical and professional responsibilities of paraprofessionals. The second unit centers on communication and problem solving skills paraeducators require to work effectively with their professional colleagues, students, parents, employers and other members of the community they may come into contact with as they carry out their assigned tasks.

THE ROLES OF PARAEDUCATORS

INSTRUCTIONAL OBJECTIVES:

The paraeducator will be able to:

1) Define the roles and duties of paraeducators working in transitional and vocational programs.

2) Define the distinctions between the roles and responsibilities of teachers and other supervisory personnel and paraeducators.

3) Define terms used in the state and district connected with providing transitional and vocational services.

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*Pickett, A.L. (1989). "Restructuring the Schools: The Role of Paraprofessionals." Washington, D.C. Center for Policy Research, National Governors' Association.

4) Demonstrate a knowledge of federal and state regulatory procedures and financial support programs that will enhance the transition of students from school to work or post secondary education and community living.

5) Demonstrate a knowledge of health care systems, vocational and rehabilitation services, self-help and advocacy groups, religious and other community based organizations, available to provide support services and assistance to students with disabilities and their families.

6) Practice legal, ethical and professional standards of conduct established by the district for all employees.

EQUIPMENT AND MATERIALS REQUIRED

- A flipchart and easel or chalkboard;

- An overhead projector and screen or, if you prefer, write the information in the transparencies on the flipchart or chalkboard;

- Copies of state and/or district guidelines for delivering transitional and vocational services in community learning environments;

- Copies of your district's job descriptions for paraeducators employed in transitional and vocational programs and policies and guidelines for their supervision, and copies of your district's code of legal, ethical and professional conduct for all employees.

TIME REQUIRED TO PRESENT THE MATERIAL

The time required for this session will range from 3 to 8 hours depending on the nature and number of activities you select.

BEFORE THE SESSION BEGINS

- Review the Background Materials, Information Handouts, and the suggested activities that are part of this unit. Compare them with your district's employment policies and job descriptions for paraeducators.

- Develop a brief lecture that describes: 1) the history of the employment of paraeducators; 2) reasons for continued and increased utilization of paraeducators; 3) the contributions paraeducators make to the delivery of vocational and transitional services, and 4) the distinctions in the roles and responsibilities of teachers and other professional practitioners and paraeducators.

• Prepare a second lecture that stresses the importance of maintaining effective linkages with other provider agencies, employers and transitional training sites and the roles of paraeducators in these efforts. (If the paraeducators in your district assist with the development of new work sites be sure to stress this role.)

• Prepare a third lecture that introduces the legal, ethical and professional standards of conduct for all district employees.

• Develop a glossary of terms used in your district and state connected with the delivery of transitional, vocational, and other support services. The list might contain definitions of services, resources, and entitlements including: 1) Supported Employment; 2) Work Study; 3) Independent Living; 4) Supported Independent Living; 5) Natural Support Systems; 6) Transition Training; 7) Supplemental Security Income (SSI); 8) Social Security Disability Income (SSDI); 9) Employment ID Card; 10) Medicare and Medicaid; 11) Social and Rehabilitation Services; 12) Job Development; 13) Cuing, Prompting, Fading, and 14) other terms that are used in your district or community.

• Schedule and invite representatives from state and federal agencies with responsibility for providing services or administering regulatory procedures connected with guaranteeing the rights and entitlements of youths and adults with disabilities. Ask them to share information about procedures for applying for SSI, SSDI, employment ID cards, and for gaining access to other support services or resources available to adults with disabilities (e.g. rent supplements, medical services and benefits, case work assistance, vocational planning and training).

• Schedule and invite a second panel of representatives from local social and rehabilitation services agencies, religious, advocacy, and self-help organizations and other groups that provide support or assistance to young people and adults with disabilities and their families. Ask them to: 1) share information about resources and how to gain access to services that include health care; vocational training and counseling; community recreation programs; transportation services; opportunities for post-secondary education; personal assistants or other support personnel; and 2) offer suggestions and strategies paraeducators can use to maintain a close liaison with staff in the agency or organization.

• Make copies of the Information Handouts, Exercises and Transparencies.

DURING THE SESSION

¶ Begin the session by distributing Information Handout #1 and give the lecture that outlines 1) the history of the paraprofessional movement; 2) the contributions paraeducators make to the delivery of transitional and vocational services, and 3) the duties of teachers as program managers and supervisors of paraeducators. (Use Transparencies #1, #2 and #3 as guides for the discussion.)

¶ Divide the trainees into small groups of 4 or 5. (If the participants work in different schools or programs organize the groups so they include representatives from the various programmatic areas and/or buildings.) Ask the members of the groups to work together and: 1) compile a list of daily, weekly or periodic tasks performed by the paraeducators in their group; 2) make a list of professional personnel and other staff and employers they work with or come into contact with in the delivery of community centered transitional and vocational services, and 3) make a list of the duties and responsibilities of the professional personnel that are not performed by paraeducators.

¶ Ask for a volunteer from one group to report on the duties performed by paraeducators and record the items on the flipchart or chalkboard. Ask the other groups to add tasks that are not on the list.

¶ Ask for a volunteer from another group to report on personnel they work with or come into contact with as they carry out their assigned tasks and the duties of professional personnel that are not performed by paraeducators.

¶ When this activity is completed, lead a discussion on the distinctions in the roles and responsibilities of professional personnel and paraeducators. Be sure to stress that it is the teacher or other professional staff who have the overall responsibility for the design and implementation of programs and the assessment of student progress. Be sure to respond to questions and concerns raised by the group about their roles and how they compare with those of teachers and other professionals.

¶ Distribute the glossary of terms, developed by you, to the participants. Review the items. Point out that they will discuss and learn more about the agencies, programs, resources and systems throughout this training program.

¶ Introduce the representatives of the federal and state administrative agencies to the class. Encourage the class to ask questions to clarify the responsibilities of the different agencies and the services and assistance available from the various agencies.

¶ Introduce the second panel of local provider agencies, advocacy/self-help organizations, and other groups concerned with delivering services to young people and adults with disabilities. Again encourage participants to ask questions.

¶ If time does not permit you to invite the two panels, ask the participants to visit agencies or organizations to gather information about the support services and resources they can provide to people with disabilities and their families and prepare a written report with information in a format they can share with the other members of the class.

¶ Deliver the lecture on the legal and ethical responsibilities of paraeducators. Stress the importance of maintaining confidentiality contained in written reports and information

learned on-the-job about a student's personal life, performance in school, family relationships, behavior and more. (Use Transparency #4 as a guide for the discussion.)

¶ Divide the participants into groups of 5 or 6. Distribute one of the role plays to each group. (It would probably be useful to note that the role plays are based on real experiences that happen day in and day out in the lives of teachers, paraeducators and other members of the instructional team.) Ask the groups to develop a script that demonstrates how to maintain confidentiality or serve as an effective liaison with the community and be prepared to present their scenario to the entire class. Or, you might want to ask some groups to develop a script where confidentiality is not maintained or the paraeducator does not serve as an effective liaison.

¶ Ask the participants to watch the role plays, think about what they would have done under the circumstances and be prepared to discuss their ideas and reactions with the entire class.

RESOURCES AND REFERENCES

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THE ROLES OF PARAEDUCATORS WORKING IN TRANSITIONAL AND VOCATIONAL SERVICES

INTRODUCTION.* The recognition of the value of paraeducators in education began in the 1950s when policymakers confronted by a post-war shortage of teachers began to look for alternative methods of providing services. One of the first programs introduced during that time period was an effort supported by the Ford Foundation in the Bay City, Michigan schools. Teacher aides were recruited and trained to perform routine administrative and housekeeping chores that allowed teachers to spend more time on instructional tasks and to provide individualized attention to students. In the late '60s and early '70s school systems expanded their reliance on paraeducators in order to ease a growing lack of confidence among parents and other education consumers in the ability of schools to meet the needs of children and youth from diverse ethnic and cultural heritages and from eonomically disadvantaged backgrounds. During this era, school districts nationwide employed paraprofessionals to serve as liaisons between the schools and their communities, and they began to assign them tasks that were related to providing direct instructional services to students.

In the late 1970s and throughout the 80s, the use of paraeducators increased and their duties became more complex and challenging as local education sought to meet the national and state mandates for individualized services for students with disabilities.

ROLES OF PARAEDUCATORS IN TRANSITION SERVICES. As they prepare for the year 2000, policymakers, once again, are turning to paraeducators to work alongside their professional colleagues to assist with the delivery of transitional and vocational training for young people with disabilities and other special needs. Until the early 1980s, the majority of young people with disabilities were labeled as unemployable and enrolled in "day care programs for adults" when they left school. Sometimes, they found "employment" in sheltered workshops where they usually earned less than the minimum wage. And although they were no longer placed in large institutions many lived in mini-institutions i.e. nursing homes designed primarily to meet the needs of people who were elderly, or multi-bed intermediate care facilities, or group homes where all residents had disabilities. Over the

*Some of the material in this section is adapted from: 1) "A Training Program for Paraprofessionals Working in Special Education and Related Services (2nd edition, 1990). New York. The National Resource Center for Paraprofessionals in Education and Related Services, and 2) "A Training Program to Prepare Teachers to Supervise and Work Effectively with Paraprofessionals (2nd edition 1990.)

last decade, the efforts of people who have disabilities, their parents and other advocates have paid off. Schools and other agencies are providing training and support to young people that enable them to work in real jobs, to live alone or with friends, or to remain at home with their parents based on personal preference, and to participate in social and recreation activities available to their peers who do not have disabilities. Paraeducators are actively engaged in training and facilitating successful transitions from school to employment, post-secondary education, and supported or independent living. They provide opportunities for students to practice social, problem solving and communication skills in community environments. They support youth with disabilities at work sites and help them learn skills required to be effective workers. They also participate in all phases of the instructional process including: conducting functional assessments, gathering and maintaining data, implementing behavior management programs and using appropriate instructional techniques. And in a few school systems they develop new work study or supported employment placement opportunities for students.

While the roles of paraeducators employed in transition and vocational education programs are similar to their counterparts who work in more traditional classroom settings there are major differences. Because much of their time is spent off campus in community learning or vocational training activities, they have more autonomy with regard to adapting instructional strategies and methods to meet the needs of individual students. They also participate as active members of IEP/ITP team meetings. They are frequently called upon to communicate information and provide assistance to parents. And they serve as liaisons between the school, employers, and personnel in other provider agencies.

ROLES OF TEACHERS. In today's education and transitional programs, teachers are supervisors of human resources and program managers, and their duties are becoming more complex and demanding. The term "classroom teacher" no longer adequately defines or embodies the expanding responsibilities teachers have in education. Analysis of the daily functions of teachers finds that major portions of their time are spent in consulting with their colleagues and planning/orchestrating/facilitating/encouraging student learning. And in transitional and vocational programs they are responsible for coordinating the development of new work sites and maintaining linkages with other provider agencies that serve young people and adults with disabilities.

In addition to these programmatic duties, the responsibilities of teachers now include supervising and coordinating the work of paraprofessionals and other support personnel. They: 1) set goals and plan for other adults in the program, 2) schedule and coordinate activities of professional support staff, 3) direct and assign tasks to paraeducators, 4) assess the on-the-job performance of paraeducators, 5) develop techniques and procedures to improve the skills and performance of paraeducators and 6) provide on-the-job training to paraeducators.

Clear distinctions between the role of the teachers and paraeducators must be made in order for a team to work together as an effective unit. It is the teacher who has the ultimate responsibility for the education of the students that takes place in classrooms, community learning environments and job sites. Even when responsibilities and duties are shared or delegated to the paraeducator and mutually decided on by the team, it is the teacher who is responsible for the design and delivery of the instructional program of each student. The term "paraeducator" is indicative of the role of paraeducators. "Para" means "alongside of" and they do work alongside of their professional colleagues in the delivery of instructional and other direct services. (For a definition of the term paraeducator and distinctions in the roles of teachers see the Information Handouts and Transparencies at the end of this unit.)

CONTRIBUTIONS OF PARAEDUCATORS. There are several ways paraprofessionals help to improve the quality of individual educational and transitional programs. Probably the most important contribution they make is to enable teachers to concentrate on planning and achieving instructional objectives for the individual as well as small groups of students. Paraprofessionals enhance the quality of instruction and other activities in the following ways: 1) the educational program becomes more student oriented and flexibility within the classroom or another education setting is increased; 2) training in community learning environments for individual students can be provided; 3) students benefit from extra "eyes and ears" that are alert to individual needs and problems; and 4) teachers have more time to: a) study and assess the needs of each student; b) confer with parents; c) diagnose problems; d) prepare and plan for individual instruction; e) try a broader range of teaching techniques and strategies; f) evaluate the progress of each student, and g) in vocational education programs they have more time to seek out new job sites and other support services that will facilitate the transition of students from school into the adult world. (For further information about the roles and responsibilities of paraeducators employed in transitional and vocational programs see the Information Handouts that are part of this unit located at the end of the section.)

LEGAL AND ETHICAL DUTIES OF PARAEDUCATORS. As members of the education team, paraeducators have special relationships with teachers and other colleagues, students, parents, employers and other members of the community. The effectiveness of these relationships depends not only on the quality of their work, but also on the professional and ethical behavior demonstrated on the job. Respecting the human rights of students, parents and colleagues; maintaining confidentiality about all important information connected with students and their families; following district policies and procedures; being dependable and cooperative are just a few of the professional duties of paraeducators.

Professional responsibilities do not end at the close of the school day. Paraeducators like all school personnel are representatives of the school district in the community. And as local education agencies expand the availability of opportunities for students to strengthen skills in community based learning environments and work sites, growing numbers of paraeducators are in daily contact with broad segments of the community. The important roles paraeducators play as links between the school and community cannot be over stated. In urban, suburban and rural areas everywhere, paraeducators usually live in the local community. And, because their roots are there, they serve as valuable resources for sharing knowledge and an understanding of cultural heritages, traditions and values of the community with colleagues. They can be effective liaisons between the school and community if they are familiar with the purpose and philosophy of different school programs.

MAINTAINING CONFIDENTIALITY. As part of their jobs, paraeducators have access to personal information about children and youth and their families including: 1) the results of formal and informal tests; 2) behavior in classrooms and other education settings; 3) academic progress; 4) family relationships; 5) family income or economic status, and much much more. The information may be contained in records, learned from a student or family members, observed in class or away from the building, or be related by other school personnel. Students and their families have an absolute right to expect that all information will be kept confidential and made available only to personnel in the school or another agency who require it to ensure that rights, health, safety, and physical well being of the child or youth are safe guarded. All state and local education agencies have procedures for protecting privacy. Paraeducators need to know these regulations and be prepared to follow them. In general paraeducators should share concerns about the well-being and safety of a child or youth with the teacher or another staff member who is designated to play a role in the protection and welfare of the student - and no one else. (For more information about the legal and ethical duties of paraeducators see the Transparencies and Information Handouts at the end of this unit.)

TRANSPARENCY #1

ROLES OF TEACHERS (SUPERVISORS) IN TRANSITIONAL PROGRAMS

THEY ARE RESPONSIBLE FOR:

- ✓ **ASSESSING THE PERFORMANCE LEVEL OF EACH STUDENT**
- ✓ **CONSULTING WITH COLLEAGUES AND PARTICIPATING IN THE PREPARATION OF INDIVIDUAL EDUCATION AND TRANSITION PLANS**
- ✓ **DETERMINING APPROPRIATE INSTRUCTIONAL OBJECTIVES FOR STUDENTS**
- ✓ **IMPLEMENTING INSTRUCTIONAL PROGRAMS ALONG WITH PARAEDUCATORS AND OTHER PROFESSIONAL PERSONNEL**
- ✓ **EVALUATING THE EFFECTIVENESS OF INDIVIDUAL PROGRAMS**
- ✓ **INVOLVING PARENTS IN THEIR CHILD'S EDUCATION**
- ✓ **COORDINATING THE DEVELOPMENT OF NEW WORKSITES & MAINTAINING LIAISONS WITH REHABILITATION AND OTHER PROVIDER AGENCIES**
- ✓ **SUPERVISING THE WORK OF THE PARAEDUCATORS**

PARAEDUCATORS: A DEFINITION

1. WHOSE POSITIONS ARE EITHER INSTRUCTIONAL IN NATURE OR WHO DELIVER OTHER DIRECT SERVICES TO STUDENT AND/OR THEIR PARENTS;

2. WHO WORK UNDER THE SUPERVISION OF TEACHERS OR OTHER PROFESSIONAL STAFF WHO HAVE THE ULTIMATE RESPONSIBILITY FOR THE DESIGN, IMPLEMENTATION AND EVALUATION OF INSTRUCTIONAL PROGRAMS AND STUDENT PROGRESS.

PARAEDUCATORS PROVIDE SERVICES IN THE FOLLOWING PROGRAMMATIC AREAS:

- ✓ EDUCATIONAL PROGRAMS
- ✓ PHYSICAL THERAPY
- ✓ OCCUPATIONAL THERAPY
- ✓ SPEECH THERAPY
- ✓ EARLY INTERVENTION AND PRESCHOOL PROGRAMS
- ✓ SOCIAL WORK/CASE MANAGEMENT
- ✓ PARENT TRAINING/CHILD FIND PROGRAMS
- ✓ TRANSITIONAL & VOCATIONAL TRAINING PROGRAMS
- ✓ LIBRARIES
- ✓ HEALTH SERVICES
- ✓ COMPUTER LABORATORIES

TRANSPARENCY #3

DUTIES OF PARAEDUCATORS IN TRANSITIONAL/VOCATIONAL PROGRAMS

PARAEDUCATORS ARE ACTIVE TEAM MEMBERS WHO:

- ✓ **CONSULT REGULARLY WITH TEACHERS**
- ✓ **OBSERVE AND RECORD INFORMATION ABOUT STUDENT PERFORMANCE AND BEHAVIOR**
- ✓ **PARTICIPATE IN IEP/ITP MEETINGS**
- ✓ **INSTRUCT AND SUPERVISE INDIVIDUAL AND SMALL GROUPS OF STUDENT IN:**
  - **CLASSROOMS**
  - **COMMUNITY BASED LEARNING ENVIRONMENTS**
  - **WORKSITES**
- ✓ **MAINTAIN RECORDS REQUIRED BY THE DISTRICT OR EMPLOYERS**
- ✓ **SERVE AS LINKS BETWEEN THE SCHOOL, PARENTS, OR PERSONNEL IN WORKSITES AND OTHER TRAINING CENTERS**

TRANSPARENCY #4

LEGAL & ETHICAL DUTIES OF PARAEDUCATORS

PARAEDUCATORS MUST:

- ✓ **MAINTAIN CONFIDENTIALITY**
- ✓ **RESPECT LEGAL & HUMAN RIGHTS OF STUDENTS & FAMILIES**
- ✓ **FOLLOW DISTRICT POLICIES FOR PROTECTING THE HEALTH, SAFETY & WELL-BEING OF STUDENTS**
- ✓ **DEMONSTRATE AN UNDERSTANDING OF DISTINCTIONS IN ROLES OF VARIOUS EDUCATION PERSONNEL**
- ✓ **FOLLOW THE DIRECTIONS OF TEACHERS & OTHER SUPERVISORS**
- ✓ **FOLLOW THE DISTRICT'S CHAIN OF COMMAND**
- ✓ **DEMONSTRATE DEPENDABILITY, RESPECT FOR INDIVIDUAL DIFFERENCES, INTEGRITY & OTHER STANDARDS OF ETHICAL CONDUCT**
- ✓ **DEMONSTRATE A WILLINGNESS TO PARTICIPATE IN TRAINING ACTIVITIES TO IMPROVE PERFORMANCE**

PARAEDUCATORS IN TRANSITION AND VOCATIONAL EDUCATION PROGRAMS*

PARAEDUCATORS: A DEFINITION

Paraeducators are employees: 1) whose positions are either instructional in nature or who deliver other direct services to students and/or their parents; and 2) who work under the supervision of teachers or other professional staff who have the ultimate responsibility for the design, implementation and evaluation of instructional programs and student [illegible]ess.

Paraeducators provide services in the following programmatic areas: educational programs, physical therapy, occupational therapy, speech therapy, early intervention and pre-school programs, social work/case management, parent training/child find programs, transition training, supported employment or other vocational education programs, libraries and health services.

ROLES OF TEACHERS

Teachers are responsible for:

- ✓ Assessing the performance levels of students.
- ✓ Consulting with professional colleagues and participating in the preparation of individualized education plans (IEPs).
- ✓ Developing instructional objectives for individual students and the entire class.
- ✓ Implementing instructional programs along with paraeducators and other professional personnel.
- ✓ Evaluating the effectiveness of programs.
- ✓ Involving parents in all aspects of their child's education.
- ✓ Supervising the work with paraeducators and other support staff.
- ✓ Coordinating the development of work sites and maintaining liaisons with other provider agencies.

*Some of the material in this handout was adapted from: "A Training Program for Paraprofessionals Working in Special Education and Related Services" (2nd edition, 1990). New York. The National Resource Center for Paraprofessionals in Education and Related Services.

DUTIES OF PARAEDUCATORS IN TRANSITION/VOCATIONAL PROGRAMS

Paraeducators participate as active team members by:

✓ Consulting regularly with teachers about student performance during community based and vocational training.

✓ Participating in IEP/ITP meetings for individual students.

✓ Instructing and supervising individual and small groups of students in:

- classrooms
- community based learning environments
- worksites

✓ Using effective social, communication and problem solving skills to help students learn self-confidence, self-reliance and achieve as much autonomy as possible.

✓ Using appropriate instructional strategies to help students learn skills required to live and work in the community.

✓ Analyzing tasks and developing teaching sequences.

✓ Using functional assessment instruments (checklists, duration/frequency charts, etc.)

✓ Collecting and recording data about student performance.

✓ Maintaining records required by the district or employers.

✓ Implementing behavior management strategies established for individual students.

✓ Providing parents and other caregivers with information and assistance they can use to gain access to resources and support services for their child.

✓ Serving as a link between the school and worksites or other community settings.

PROFESSIONAL AND ETHICAL RESPONSIBILITIES FOR ALL PARAEDUCATORS

A paraeducator must:

✓ Maintain confidentiality about all personal information and educational records concerning children, youth and their families.

✓ Respect the legal and human rights of children, youth and their families.

✓ Follow district policies for protecting the health, safety and well-being of children and youth.

✓ Demonstrate an understanding of the distinctions in the roles of various education personnel.

✓ Follow the directions of teachers and other supervisors.

✓ Maintain a record of regular attendance, arrive and depart at specified times, and notify appropriate personnel when they must be absent.

✓ Demonstrate loyalty, dependability, integrity, respect for individual differences and other standards of ethical conduct.

✓ Follow the chain of command for various administrative procedures.

✓ Demonstrate a willingness to learn new skills and participate in continuing education provided by the district.

MAINTAINING CONFIDENTIALITY

1. **Why must confidentiality be maintained?**

✓ Federal laws, state regulations, and local policies require it.

2. **Who <u>may</u> have access to written or oral information about children and youth or their families?**

✓ Only personnel responsible for the design, preparation, and delivery of education and related services; and/or personnel with responsibility for protecting the health, safety and welfare of a child or youth.

3. Who <u>should not</u> have access to information about the performance level, behavior, program goals and objectives or progress of a child or youth?

✓ Personnel and others who are not responsible for planning or providing services to students or their families.

4. What information do children/youth and their families have the right to expect will be kept confidential?

✓ The results of formal and informal assessments

✓ Social and behavioral actions

✓ Performance levels and progress

✓ Program goals and objectives

✓ All information about family relationships and other personal matters

SITUATION 1

The Background

Lurleen Thomas is a paraeducator who works in a high school. Stanley Parsons, one of the students in the class Lurleen is assigned to, attends the same church she does. Timothy Smith is the new, young minister at the church, who has made counseling youth and their parents an important part of his ministry. This is a new program for the community because the last minister was quite elderly and did not see this as part of his role. One evening after a church dinner, Reverend Smith asks Lurleen if she can provide him with some information about how she thinks Stanley is doing in school - he understands from Stanley's parents that he has not been doing well academically, frequently plays hooky, and has been caught smoking on school grounds on several occasions. Reverend Smith is obviously concerned about assisting Stanley and his family. He is also very charming and persistent. Lurleen has a great deal of respect for him and thinks this is an important service for the church to provide. Role play the situation.

SITUATION 2

The Background

The school board has completed work on this year's budget and it will be voted on at the next election. The state has reduced its contribution to the district and local property taxes are going up. Justine Smith is a paraeducator. Every time she runs into her neighbors, the Formaneks, they start to complain about their increased taxes. They have a long list of what is wrong with the schools. They are particularly upset about the raises that are proposed for all school employees including the superintendent, teacher, paraeducators and support staff. It is the strongly held view of the Formaneks that no one deserves an increase in pay since the schools are so poorly run, kids can't read nor are they properly prepared to find or hold jobs after they graduate. In addition, they can see no earthly reason to spend their hard earned income on kids who have disabilities. These services are just too expensive. Role play a conversation between Justine and the Formaneks.

SITUATION 3

The Background

Jerome Graham is a new paraeducator. Before he started to work he was told by the principal that he was required to maintain confidentiality about the lives and records of the students he works with. He has just walked into the teacher's lounge where he encounters Mrs. Lawson, a teacher who has been at the school for more than 35 years. She knows most of the families and frequently has something to say about their life styles and the way they raise their children. She also believes that if some students are "trouble makers" or "not too bright" their brothers and sisters will be as well. This year she has Oscar Pickett in her class and he is behaving exactly like his brother Billy did two years before. She knows that Rachel, their younger sister, is in Jerome's class. She starts the conversation by reporting on the things Oscar did today to make her crazy. She pushes Jerome to talk about Rachel. Jerome is very fond of Rachel and thinks she is wonderful. He is taken aback that Mrs. Lawson talks so openly about her students and asks him so many personal questions about Rachel and does not seem to believe him when he says Rachel is doing very well. Role play this situation.

SITUATION 4

The Background

Carry Snodgrass is a paraeducator assigned to a transitional training program for teenagers. At the present time she is preparing Keith Beeman to work in the housekeeping department of a local hotel. While he is learning to perform the various tasks, he also has some challenging behaviors that he needs to control. Two of the employees start to ask Carry questions. At first they are about the program and easy for her to handle. But then they move on to ask personal questions about Keith and why he acts the way he does. Tish, one of the employees thinks she even has some information that will help Carry. She lives next door to the Beemans and thinks she knows what is wrong with Keith and why he behaves the way he does. She is very upset about the Beemans lifestyle including the fact that the kids are allowed to come and go at all hours of the night, the constant screaming that she hears even when her windows are closed, and the condition of the yard among other issues. She is sure all of this has something to do with the way Keith behaves. The employees feelings are hurt when Carry does not respond to her "helpful suggestions" and information. The second employee, Gladys, takes the side of her co-worker and accuses Carry of being unfriendly. Role play this situation.

COMMUNICATION AND PROBLEM SOLVING

OVERVIEW

As the roles of paraeducators have expanded and become more complex and challenging, their need for effective communication and problem solving skills has also increased. Their duties as members of the education team bring them into direct contact with a multitude of people with diverse needs, roles and levels of responsibility for planning, providing and evaluating instructional and transitional services for children and youth and their families.

Paraeducators assist and work alongside their professional colleagues in schools and other agencies delivering education and related human services. In many transitional/ vocational programs they support and provide direct services to parents and other primary caregivers of youth with disabilities. They interact with employers participating in work experience and supported employment programs, and personnel in social services, medical and supported living/residential systems. They are frontline representatives of the school as they train students to use banks, public transportation, recreation and entertainment facilities. And finally, but of the utmost importance are the relationships they have with students they come into contact with daily.

One of the most important keys to being a successful team member is effective communication. The communication skills required by all participants in the education team are similar and are intertwined with social skills, coping skills, helping skills, listening skills and problem solving skills. These skills do not necessarily develop automatically as part of the aging process. They must be learned, practiced and nurtured.

The various activities in this module are designed to provide paraeducators with skills that will enable them to communicate effectively - no matter where they work, what their job is, or who they interact with. They will have an opportunity to assess their own individual strengths in the area of communication and problem solving and to identify areas they want to strengthen. Role plays and other exercises will enhance their helping, listening, communication and problem solving skills.

INSTRUCTIONAL OBJECTIVES

Paraeducators will be able to:

1) Assess their communication and social skills,

2) Communicate effectively with professional colleagues, students, parents and others they work with.

TIME REQUIRED

The time required to complete this module will depend on the activities selected by the trainer. The recommended time is a minimum of two hours.

EQUIPMENT AND MATERIALS REQUIRED

- Flipchart and easel or chalkboard.
- Overhead projector and screen or if you prefer write the information on the flipchart or chalkboard.
- Copies of the handouts and exercises for all participants.

BEFORE THE TRAINING

- Review the background information, handouts, exercises and other suggested activities, as well as other resources you may know about that are designed to enhance communication, social and problem solving skills. The role plays are based on events that happen day in and day out to teachers, paraeducators and other members of the instructional team. In addition, you may want to develop your own role plays that describe situations unique to your agency.

- Select the acitivities most appropriate to the needs of the participants.

- Review the role plays and select the ones you feel will work best with the participants in this training session or develop your own role plays based on your knowledge of the needs of the participants.

- Prepare a series of brief lectures. Stress the value and importance of using positive communication and social skills as one means for participants to: 1) increase their own self-esteem, cope with stress, and stand up for their human and legal rights; 2) assist students to learn and use the same skills in order to avoid isolation in integrated classes or in the community when they leave school, build self-esteem, increase self determination, and 3) reduce barriers to becoming an effective team member.

DURING THE SESSION

¶ Initiate the session by asking participants to brainstorm a list of people they interact with on the job. Record the responses on the chalkboard/flipchart. Then ask them to develop a list of the people students interact with. Put checkmarks next to the people that appear on both lists. When this part of the activity is completed ask the participants to work together in groups of 3 or 4 and make a list of various ways people communicate with each other. Since the methods are almost innumerable, you will probably want to limit the time for this activity to 5 minutes. Record the responses.

¶ Introduce and distribute Exercise 1, "The Social Skills Inventory". Stress that this is not a test and is designed to enable the participants to identify social/communication skills they would like to improve. This activity usually generates a great deal of discussion, so allow plenty of time to respond to questions and concerns.

¶ When they have completed the exercise, ask them to review the items and identify the skills that students they work with do not or will not need as they enter or leave school and move into the adult world. Initiate a discussion about the similarities in the needs among all people and the need for paraeducators to model effective communication, social and problem solving skills.

¶ Deliver the lecture on the value of practicing active listening and positive/assertive communication skills. (See Transparencies #1, 2 and 3 as a guide for the discussion.)

¶ Distribute Information Handouts 1, 2, and 3: "Basic Strategies for Clear Communication Between Teachers and Paraeducators"; "Tips Paraeducators Can Use to Build Effective Relationships With Children and Youth"; and "What Paraeducators Need to Know About Teachers." Briefly discuss and elicit responses from participants about barriers to effective communication and interaction among paraeducators, students and teachers.

¶ Distribute Information Handout 4 "Interpersonal Problem Solving." Briefly discuss the approach to problem solving.

¶ Divide the participants into groups of 4 and 5. Distribute one of the Role Plays and the Worksheet to each group. Ask the groups to use the five step method for problem solving and develop solutions. When they have completed the first part of the activity, ask the groups to prepare a script that incorporates the problems and solutions and be prepared to present it to the class. (The Worksheet will serve as a guide for identifying the problem(s) confronting the people in the situation and preparing the script.) Suggest that participants who play the different characters use passive, aggressive or assertive methods of communication, depending on how they think their character would react in the situation.

¶ After each group has presented its role play, lead a discussion with all participants about their reactions to the communication methods used by the the participants and the solutions.

¶ Close the session by responding to concerns and issues shared by the participants about specific problems.

COMMUNICATION AND PROBLEM SOLVING

COMMUNICATION SKILLS.* Each of us has our own style of communicating and interacting with others. We convey our ideas and attitudes verbally and non-verbally. We use oral, written, sign and body language to communicate respect or a lack of respect, information, competence,support, and emotions. Effective communication is an integral part of the social skills we require to make and keep friends, avoid living in isolation, cope with peer pressure, deal with feelings and maintain control over our environment. To convey messages we want others to receive requires different skills. They include:

INTERACTIVE SKILLS. These are the skills that enable us to be comfortable with other people, to let people know they are important, that we are interested in them and what they are saying, that we respect their ideas. Among the ways we demonstrate good attending/ interactive behavior is by maintaining eye contact, asking questions, commenting on and paraphrasing what people are saying.

Listening is active and hard work. It is the skill that allows us to hear and understand the feelings, the needs, and requests for help from other people. There are many factors that may affect our ability to receive messages others send us. They include: environmental causes such as uncomfortable seats, noise, poor lighting, extreme temperatures. Other factors may range from personal biases to preconceived attitudes about the speakers or circumstances, to individual value systems, to changing moods, to short attention spans. In order for us to listen effectively, we need to try to prevent prejudice and anger from distorting reception; be willing to consider new ideas; ask the speakers to clarify what they are saying if we do not fully understand them.

EXPRESSING FEELINGS AND PROVIDING FEEDBACK. Interpersonal skills enable us to share our emotions and ideas honestly and fully with others and to have respect for the feelings, values and cultural heritages of others. They also allow us to relate effectively and to give descriptive, non-judgmental, specific reactions to our families, friends, students and other people we come into contact with daily.

Positive communication training is one approach for helping individuals strengthen communication, coping and problem solving skills. Typically communication skills used by most people fall into three basic categories including:

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*Some of the material in this unit has been adapted from: 1)"A Training Program for Paraprofessionals in Special Education and Related Services" (2nd edition, 1990). NRC for Paraprofessionals, City University of New York; and 2) Heller, B. and Pickett, A.L. (1982). "Effective Utilization of Paraprofessionals" Reston, VA., CEC/TED.

NON-ASSERTIVE (PASSIVE) BEHAVIOR. Acting non-assertively is an ineffective way of communicating. Individuals who are generally non-assertive have difficulty expressing opinions, beliefs and feelings. They do not stand up for their legitimate rights and may feel as though they are being taken advantage of by others. People who do not share their insights, feelings and thoughts frequently withhold valuable information from others thus preventing change and hindering the growth of relationships.

AGGRESSIVE BEHAVIOR. Acting aggressively is another ineffective way of communicating. People who respond aggressively violate the rights of others and do not respect the feelings and contributions of others. They frequently try to "score points" by yelling, being sarcastic, using the put down, and humiliating others. Many people confuse assertion and aggression. It is important to recognize the differences and learn to be assertive rather than aggressive.

POSITIVE/ASSERTIVE COMMUNICATION. Assertive behavior allows us to stand up for our legitimate rights. It involves the ability to express thoughts and feelings in an honest, straight-forward fashion that shows respect for others. Being assertive does not mean using the same style all the time. At times assertive individuals may use "I messages" e.g. I believe, I feel, I think. At other times assertive people may use humor, or sometimes they may use special knowledge and serve as an expert. People who have assertive skills are able to monitor and choose the behaviors they will be able to use comfortably in a particular situation.

REMOVING BARRIERS TO EFFECTIVE COMMUNICATION AND TEAMWORK. The assumption is all too often made that one classroom or education program is pretty much like any other. Nothing is further from the truth. Schools, classrooms and other programs reflect the attitudes and styles of the principals and education staff, the special needs of the students, community values, and other cultural factors. Therefore, it is important for teachers and supervisors to provide an overview and orientation to paraeducators about the philosophy of the school, personnel practices, and procedures that all staff members are expected to follow no matter whether they spend most of their time in a classroom or another teaching/learning environment.

Of more direct consequence for the instructional team is the need for teachers to clarify for paraeducators the structure, the methods and the techniques they prefer to use in all phases of program management. All teachers or other supervisors have a style of their own. One person may be very structured and provide specific directions based on rules, procedures and the individuals supervisory/management style.

Another may ask a paraeducator to share ideas and information and participate in the decision making/planning process. Still a third person may tend to be non-directive and prefer the paraeducators to learn by observing what the teacher does and then to model the behavior. Without mutual awareness and understanding of these idiosyncracies the effectiveness of the team will be undermined. (See Information Handouts 1, 2 & 3 at the end of this unit for additional information.)

A major problem that may impede the development of a strong team effort is a lack of a common base of reference and understanding. Education professionals tend to know and use the same jargon in connection with student performance, assessment techniques, program planning, and educational methods. Frequently the jargon becomes a form of shorthand and "educationalese" that allows professionals to communicate comfortably with each other while excluding others from participating in the educational process (e.g. parents, students, paraeducators). In addition to the need for the instructional team to develop and strengthen verbal communication skills, they also need to develop non-verbal cues that will enable them to reduce disruptions in all phases of the daily routine. By systematically using silent cues that do not require oral directions and responses to problems in the midst of instructional activities, the team will be able to increase productivity, operate more efficiently in a crisis situation and establish a positive approach to communication in the classroom, worksites or other learning centers.

PROBLEM SOLVING AND DECISION MAKING. Many times, because of the pressures of other duties, education teams may ignore or postpone dealing with a problem that involves disagreements or conflicts with adults with whom they work. In many cases this may accentuate the differences among individuals involved in planning and implementing education and related services. It is necessary for the people involved to decide on a course of action. Finding mutually acceptable solutions is not always easy; and the responsibility for developing effective procedures for alleviating problems are likely to be left to the teachers and paraeducators with little outside assistance or support.

A PROBLEM SOLVING TECHNIQUE. The following are a series of steps that can be used by teachers and paraprofessionals to improve their ability to work together and with students, parents and others. While this approach to problem solving is based on people working together to achieve consensus, there are in fact times when it is necessary for teachers and other supervisors to make decisions that paraeducators may not always fully appreciate. However, by maintaining open lines of communication and mutual trust these problems should be few and far between.

STEP ONE - IDENTIFYING AND DESCRIBING THE PROBLEM. A situation must be clearly understood. If concerns and issues cannot be stated clearly, it is impossible to choose a course of action that will lead to a satisfactory solution. Everyone involved in a

situation or participating in planning efforts, should describe the problem in their own words and from their own point of view. This may be done by asking and answering these questions. What is the problem? Who is involved? Who is affected? How are they affected?

STEP TWO - DEFINING AND DETERMINING THE CAUSES OF THE PROBLEM. It is not enough to identify the problem. It is essential to determine what has created the problem and causes it to persist. For example, the problem may be caused by "outside conditions" (contractual agreements, a lack of financial resources) that an instructional team may have little ability to change, or it may have its roots in a lack of understanding of the distinction between the roles and duties of the teacher and paraeducators. Other factors that may influence how a problem is defined may include differences in values and attitudes, age, work experience and education, cultural heritage or religious beliefs. Still other concerns may be connected with the move to restructure education systems and procedures, efforts to provide education services in community based and learning environments, and the need to involve parents and other caregivers in all aspects of their child's education. It is important that the real problem be separated from surface events and that areas of agreement and disagreement be identified.

STEP THREE - DECIDING ON A GOAL AND IDENTIFYING ALTERNATIVE SOLUTIONS. Once the problem has been identified, then strategies can be developed. The primary question that needs to be asked and answered is "what do we want to achieve and how can we go about achieving it?" By working together and brainstorming a list of alternative solutions to the problem the team members will have several options that will enable them to choose a course of action with which they can all live. It will also enable them to determine what additional information, physical or human resources, skills or knowledge they will need to carry out the solution and whether or not these resources are essential to achieving the goal.

STEP FOUR - SELECTING AND IMPLEMENTING A COURSE OF ACTION. To make a decision about which course of action will be tried, the participants should decide which solution is most likely to get the desired results. Agreeing on a solution is not enough. The participants must try it out and test it to see if it will work. They must also give it enough time to see if the solution will work since behaviors and new skills cannot be changed over night.

STEP FIVE - EVALUATING THE RESULTS. Has the problem been resolved? Is there progress? If not - why not? Should we try another one of the alternatives? Should we ask for assistance from other sources? All of these are questions that will need to be addressed in order to assess the effectiveness of the process.

TRANSPARENCY #1

METHODS OF COMMUNICATION

VERBAL

NON-VERBAL

PASSIVE

AGGRESSIVE

ASSERTIVE (POSITIVE)

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STRAGEGIES FOR EFFECTIVE COMMUNICATION BETWEEN SUPERVISORS & PARAEDUCATORS

- ✓ BE RECEPTIVE/ENCOURAGE OTHERS TO SHARE IDEAS AND CONCERNS
- ✓ ASK FOR CLARIFICATION OF INFORMATION AND INSTRUCTIONS
- ✓ ASK FOR ASSISTANCE WHEN NEEDED
- ✓ RESPECT INDIVIDUALITY AND DIFFERENCES IN BACKGROUNDS, VALUES AND EXPERIENCES
- ✓ DEVELOP A SHARED VOCABULARY AND SYSTEM OF NON-VERBAL CUES
- ✓ WORK TOGETHER TO CREATE A CLIMATE OF COOPERATION, TRUST AND LOYALTY

TRANSPARENCY #3

TEACHER (SUPERVISOR) CHARACTERISTICS AND PREFERENCES PARAEDUCATORS NEED TO KNOW

INSTRUCTIONAL TECHNIQUES & METHODS

SUPERVISORY STYLE

DISCIPLINE/BEHAVIOR MANAGEMENT STRATEGIES

HOW TO USE MATERIALS

CLASSROOM STRUCTURE AND RULES

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BASIC STRATEGIES FOR CLEAR COMMUNICATION BETWEEN TEACHERS AND PARAEDUCATORS*

There are a number of elements that must be present in any situation to insure clear channels of communication. Some are commonplace and things we take for granted. If the members of the team are not careful and do not pay attention, positive communication can be inhibited. For example:

- The attitudes and feelings of both teachers and paraeducators need to be known, respected and understood. They need to deal openly with their attitudes and feelings toward their roles and duties, their attitudes toward the students they work with, their attitudes toward instructional styles and management and their attitudes toward the value of the other person's contributions. When feelings are not shared and openly communicated, the nature of the relationship will not grow and the team will be less effective.

- An understanding of the similarities and differences among the people involved in the team must be recognized and understood. They may include different points of view about educational strategies, different values, different cultural and religious heritages, different levels of education and experience and other factors that can affect the working relationship.

- Teachers, paraeducators, and other education personnel should actively seek to develop and share a common vocabulary.

- Teachers must make sure that directions and expectations are clearly understood and that paraeducators have the information and skills they require to perform their assigned tasks.

- Paraeducators must be willing to ask for clarification or assistance if the assignment is not understood.

- Teachers should determine what special interests, talents and training the paraeducators have that will complement and enhance their own skills and improve the delivery of education services to children and youth.

- The team must actively work to create a climate of cooperation, trust, respect and loyalty by meeting regularly to discuss procedures and techniques that will establish and maintain open channels of communication.

*Source: "A Training Program for Paraprofessionals Working in Special Education and Related Services (Second edition, 1990). Center for Advanced Study in Education, Graduate School, City University of New York.

TIPS PARAEDUCATORS CAN USE TO BUILD EFFECTIVE RELATIONSHIPS WITH CHILDREN AND YOUTH

As members of the eduction team paraeducators play important roles in the lives of the children and youth they work with. There are many ways they can help students practice effective communication, social and problem solving skills, learn how to stand up for their own rights, build self-esteem, develop and maintain friendships and cope with peer pressure. A few are presented here. Paraeducators should:

- Respect the human rights and individuality of children and youth.
- Reach out to students. Learn what they like and dislike, how they prefer to spend free time. Look for and share information about sports, music, recreation activities and special events individual students enjoy.
- Make sure students understand what is expected of them.
- Use positive communication. Listen carefully, maintain eye contact, ask questions, respond to the ideas, concerns and needs students share with you.
- Treat children and youth in the ways you want them to treat others. Be kind and polite. Do not yell or use abusive language. Use humor but do not use sarcasm or make fun of others.
- Encourage the development of independence, autonomy and individuality by providing opportunities for students to make choices.
- Encourage children and youth to assist each other when help is needed.
- Reinforce the use of appropriate social skills. Model and teach methods children and youth can use to strengthen their ability to monitor and control their behavior, share emotions/feelings, make and maintain friendships, cope with peer pressure.

WHAT PARAEDUCATORS NEED TO KNOW ABOUT TEACHERS

TEACHING STYLES. Teachers, like everyone else, have unique characteristics and ways of doing things. These characteristics are rarely given much thought by the teacher because they are such an integral part of the individual's teaching style; but for paraeducators who are in support roles it is imperative that they know as much about these characteristics as possible. Without mutual awareness and understanding of these idiosyncracies the effectiveness of the team will be undermined. Every teacher has a style of his or her own. The style may be flexible, controlling, permissive and/or a combination of all of these and more. Most teachers have an array of teaching strategies they like to use in a specific situation or with a specific student. They may be topic related, skill related, or concept related. For other teachers structured behavior management methods may serve as the basic approach for teaching skills and helping students learn to monitor and maintain effective behavior. Some teachers may rely on self-instruction whereas others will rely on incidental types of learning centers or various types of group or individual projects. No matter what method a teacher uses, it is important for paraeducators to know what the teaching repertoires the teacher uses and the reasons why they are used with a specific group or individual student.

SUPERVISORY STYLES. Just as teachers have teaching styles, they also have different types of supervisory styles. One person may be very structured and provide specific directions based on rules, procedures and program and classroom structures developed by the teacher. Another person may ask the paraeducator to share ideas and information and participate in the decision making/planning process. Still a third person may tend to be non-directive and prefer the paraeducator to learn by observing what the teacher does and then model the behavior.

DISCIPLINE STRATEGIES. Discipline is for most teachers something that they hold very close and very dear to themselves. How they discipline and why they discipline is known many times only to them. It is important for the paraeducator to understand why one student requires one disciplinary strategy and another does not.

USE OF TEACHING MATERIALS. Teachers, almost like good mechanics, have their favorite tool. Teachers in the selection and use of teaching materials very often will rely more on one type of teaching material than on another, even though either one might work in the particular learning situation. Like discipline, it is important for the paraeducator to know why that particular material was selected and is of value in a particular learning situation.

CLASSROOM ORGANIZATION AND RULES. Both structure and rules are integral to the strategy of discipline and behavior management used in classrooms. Structure or a lack of it will very often determine the type of discipline that is experienced by the youngster in the classroom. The old adage that rules are made to be broken is not a procedure that is going to produce positive results in any education setting. The paraeducator needs to know why a particular structure has been chosen by the teacher and why and how it complements the instructional delivery and/or processes.

INTER-PERSONAL PROBLEM SOLVING

I. DEFINE:

- The problem as one person sees it
- The problem as the other person sees it
- Develop a common or shared definition

II. ASK:

- Who is involved
- How are they involved
- What behaviors/attitudes of the different individuals need to be changed

III. LIST:

- Areas of mutual agreement concerning problems
- Areas of disagreement
- The barriers to finding a solution

IV. DEVELOP:

- A desired goal(s)
- A solution(s) by brainstorming various ideas
- A list of resources, information or assistance that will help you achieve the goal

V. IMPLEMENT:

- The solution for a specific time period and evaluate the effectiveness of the solution
- If necessary select and implement another alternative

PARAEDUCATOR COMMUNICATION AND SOCIAL SKILLS INVENTORY*

This is not a test. This is a tool you can use to rate your ability to communicate/interact with co-workers, students, parents, and other people you come into contact with on-the-job. It is designed to help you assess your social skills, your ability to express your feelings, and to help you identify skills you would like to improve. Circle the number to the right of each item, which best describes how well you use a specific skill. When you have completed the inventory, review the various skills and think about those you feel are important to the way you perform your job. Choose three that you would like to improve and make a list of ways you can change these behaviors.

	fair		average		excellent
1. Active listening	1	2	3	4	5
2. Starting a conversation	1	2	3	4	5
3. Asking for a favor	1	2	3	4	5
4. Giving a compliment	1	2	3	4	5
5. Accepting a compliment	1	2	3	4	5
6. Accepting criticism	1	2	3	4	5
7. Giving criticism	1	2	3	4	5
8. Apologizing	1	2	3	4	5
9. Giving instructions	1	2	3	4	5
10. Following instructions	1	2	3	4	5
11. Expressing your feelings	1	2	3	4	5

*Adapted from: "A Teacher Self-Assessment Inventory" developed by Linda Thurston, Associate Professor Special Education, College of Education, Kansas State University, Manhattan.

	fair		average		excellent
12. Handling anger	1	2	3	4	5
13. Dealing with conflict	1	2	3	4	5
14. Problem solving	1	2	3	4	5
15. Standing up for your rights	1	2	3	4	5
16. Stating what you want	1	2	3	4	5
17. Stating an unpopular opinion	1	2	3	4	5
18. Saying no	1	2	3	4	5
19. Having a positive attitude	1	2	3	4	5
20. Asking questions	1	2	3	4	5
21. Completing tasks	1	2	3	4	5
22. Dealing with resistance	1	2	3	4	5

SITUATION 1

The Background

Mr. Franklin, the principal of a school where Sally Warren is a paraeducator, believes that he has put together a terrific staff, who know one another, are interested in one another, and like one another. To enhance the esprit de corps he uses the loud speaker system to communicate to the staff all the latest news about them: who is going to take another job; who has received a new degree; who has contributed a good idea about improving the school. He begins this process by welcoming and introducing the new professional staff to the school at the beginning of the year so that a feeling of "togetherness" can be initiated and maintained. However, Mr. Franklin never acknowledges anyone other than teachers; not the custodians, not the cafeteria workers, and not the instructional paraeducators.

Sally, a paraeducator who has been at the school for six years, is leaving for a new assignment. She will be working in a transition training program. She is excited about the challenges of the new job and program. It is now 3:15 P.M. on her last day at the school; Mr. Franklin, and what else is new, did not mention this during his "Coffee Break News Time." Sally is discussing Mr. Franklin's concept of communication with Joan Mitchell, the teacher she has been working with for the last three years. Joan is surprised to learn how upset Sally is and that she is thinking about marching into Mr. Franklin's office to let him have it. Role play the situation.

SITUATION 2

The Background

Felix is seven years old. He has seizures at least twice every day in the classroom. Gene Thompson, the teacher, notices that Arlene Wong, the paraeducator seems reluctant to assist Felix when the seizures occur. In fact, Ms. Wong ignores him most of the time.

Mr. Thompson decides he needs to discuss the situation with Ms. Wong. At the beginning of the meeting, Ms. Wong announces that she likes most of the children but for some reason she just does not like Felix and finds it difficult to work with him. Role play the meeting.

SITUATION 3

The Background

Martha Adams is a transition trainer assigned to work with a student placed as a part time employee in a mailroom in a large corporation. Mickey, the student, gets to work on time and performs most of his assignments without assistance. However, he does not stay on task, constantly asks unrelated questions, and has other disruptive behaviors.

Mr. Jones, the supervisor, at the worksite, feels that unless these behaviors change he will have to let Mickey go. Indeed, he is thinking about ending the participation of his company in the program altogether. Mickey is the third student to work in "his mailroom", and in general he feels it is more trouble than it is worth.

Martha has scheduled a meeting with Ruth Lowe, her supervising teacher, to discuss the problem. Mr. Jones has agreed to attend but he is just about at the end of his rope and is fairly certain that it will not help. Role play the meeting.

SITUATION 4

The Background

Joan Curry has worked as a paraeducator for 22 years. She started out working as a playground and lunchroom monitor and for the last 15 years has worked as an instructional assistant in special education programs. She has seen teachers come and go. She is well liked by the students, teachers and other staff members.

This year she has been assigned to work with Gale Brewer - a new teacher. Things have not gone well between the two of them. The tasks Gale has assigned to Joan include supervising recess, setting up learning centers, making bulletin boards. Joan feels that she is not appreciated and has started to complain to the rest of the staff about Gale.

This is Gale's first job. While she was in college she was not prepared to supervise or work with another adult in the class - let alone someone who is old enough to be her mother with more than 20 years experience. She really feels that as the teacher she is responsible for and will be held accountable for everything that goes on in the class - the good and the bad. That is why after thinking it over, she has decided that it is important to establish herself as the person who is in charge of the class. It is not always easy because Joan is always making suggestions and telling her how other teachers do things. In fact, Joan can be a little intimidating. Now other teachers have started to tell her how lucky she is to have Joan work with her. Role play a meeting between the two of them.

SITUATION 5

The Background

Clara Martinez is a paraeducator in a preschool class that serves young children ages 3-5, with and without disabilities. She has worked in Head Start programs for several years and is the mother of a son who has mental retardation. And she speaks Spanish fluently. She was recruited by the principal to work in the class because of her understanding of the needs of children with disabilities and because several Hispanic children with special needs are enrolled in the class. In addition to the teacher there are two other paraeducators assigned to the class.

The teacher, Trudy Baker, has a Master's in Early Childhood Education but has never taught students who have disabilities. Despite Clara's understanding of the needs of students with special needs, Ms. Baker seems to rely on Josie and Caroline and ignore Clara's skills. The three of them have worked as a team for 4 years and are very close. In fact, it seems they can almost read each others minds. The two other paraeducators take their lunch breaks together and frequently come back late but Trudy never says anything to them. Role play a meeting of the team.

SITUATION 6

The Background

Georgette Brown is a new paraeducator in a high school industrial arts class. She has been a Girl Scout Leader and been active in the PTA. She and her husband are renovating their house so she has developed some good carpentry skills. When she started her job, the principal told her about the full inclusion program for students with disabilities they were starting in the school. When Georgette expressed concern about her ability to work with students with disabilities, she was told not to worry that Mr. Dobson, the teacher she would be working with, would explain what he wanted her to do. This has never happened. In fact, most of the communication between them takes place in the class in front of the students and Georgette feels this is undermining her ability to work with the students and maintain control of the class when Mr. Dobson must leave the room.

Ken Dobson is the teacher. This year for the first time since he started teaching 12 years ago he has been assigned an instructional paraeducator to assist him. This was done because of the district's decision to fully integrate students with disabilities into general education. Ken likes the challenge of working with students with disabilities, but he is not so sure that he likes working with another adult. Indeed, because he is very busy with

extra curricular duties and working on a graduate degree he does not have time to meet with her regularly. He is a loner who has his own ways of doing things, and he feels that Georgette does not always follow his lead. Things are not going well in the class, and Georgette seems to be having trouble with some of the students with challenging behavior. Role play a meeting between Ken and Georgette.

SITUATION 7

The Background

Barbara Sturm, has been working as a paraeducator for three years. For the first two years she worked with the same teacher in a special education class serving students with severe disabilities. This year, she has been assigned to facilitate the inclusion of Liza McNees into a general education 4th grade class. She is now working with three teachers. Mildred McNair, the special education teacher she has worked with for the last two years; Jim O'Connor the physical education teacher; and Virginia Thompson, the fourth grade teacher.

Each of the teachers has a different teaching style, attitude about discipline and behavior management, and classroom management. Things are going fairly well in the P.E. class. Mr. O'Connor has assigned a buddy to assist Liza with warm-up activities and make sure she follows the rules when they are playing games. Barbara is worried because she thinks Mr. O'Connor may be encouraging Liza to do more than she is capable of - especially in gymnastics. Barbara is concerned about it, because as she understands things she is responsible for Liza's safety. When she tries to discuss it with Mr. O'Connor, he laughs and tells her she is too serious and not to be a "Nervous Nelly."

Virginia Thompson is very pleasant, but never asks Barbara to share ideas about how best to work with Liza. In addition, she does not always follow Liza's instructional program the way it was designed by Mildred, and seems to resent it if Barbara makes suggestions. She has started to ask Barbara to work with some of the other students, and Barbara is not sure that is proper since Liza's IEP plainly states that Barbara is supposed to tutor her and does not mention any other students.

Mildred has always been very supportive of Barbara. Now when Barbara tries to share her concerns with her about how things are going in the P.E. program and the 4th grade class, she becomes very impatient and says there is nothing she can do since it is up to the other teachers to decide what happens in their class.

Barbara has become very frustrated because no one listens to her. She has asked for a meeting to see if she can clarify things. Role play the meeting.

A PROBLEM SOLVING EXERCISE

1. **Describe the problem from the paraeducator's point of view.**

2. **Describe the problem from the teachers's (or the other person's) point of view.**

3. **What behavior or attitude does the teacher need to change?**

4. **What behavior or attitude does the paraeducator need to change?**

5. **Discuss and list ways they can work together to change the situation?**

HUMAN AND LEGAL RIGHTS OF CHILDREN WITH DISABILITIES AND THEIR FAMILIES

OVERVIEW

Throughout the centuries, the majority of people with disabilities were kept out of sight as often as possible. Along with "out of sight" went "out of mind" for most people. There was almost no consideration given to any rights, implicit or otherwise, that children, youth and adults with disabilities might have. At the height of the ostracization, in the 19th and early 20th century when large congregate institutions were packed with people with developmental and other disabilities, sterilization without consent was routinely performed on both women and men, and no consideration was given at all to the rights of individuals to participate in elections, or make decisions that affected their lives. Buildings were erected with little thought given to accessibility issues nor to functional use by people with physical disabilities. The "care" provided in institutional settings was designed for the convenience of the staff, to be accomplished at the lowest possible cost to the government. People with psychiatric disabilities were placed in "snake pits" with no therapeutic care or assistance to resume their regular lives once the crisis had ended. Truly, those times were a "dark age" -- dark and grim.

The latter part of the 20th Century has seen some remarkable changes. Beginning in the 1960's with the advent of community programs for children, youth and adults with mental retardation, society began to recognize the human and the legal rights of individuals with disabilities. The legal rights to own property, to vote, to take part in government, and to serve on policy making boards, and the human rights to go where one wants to go, to be recognized as a person worthy of respect and to marry and have children are now recognized and backed by law. The passage in 1973 of the Rehabilitation Act affirmed some of these rights and the 1990 Americans with Disabilities Act is protecting more. Although initial community-based services in homes and at school were often offered in segregated settings, present policies and laws tend to mandate including children, youth and adults with disabilities in general education and community settings.

We have not yet reached Nirvana, but we are beginning to glimpse possibilities of what could be. Still, "we have (more) promises to keep, and miles to go before we sleep."

INSTRUCTIONAL OBJECTIVES

The paraeducator will be able to:

1) Identify and describe the human rights inherent in the principles of:

   a) The Developmental Assumption;
   b) Normalization;

c) The right of individuals to make choices in events that influence their lives;
d) The right of individuals to participate in their own individual planning teams;
e) The right of individuals to be respected by others for their status as people; and
f) The right of individuals to assume the Dignity of Risk and to "fail" as well as succeed in their educational and other endeavors.

2) Identify and describe at least three provisions of each of the following sources of legal rights:

a) The Bill of Rights of the United States Constitution;
b) The Americans with Disabilities Act (ADA) of 1990;
c) The Rehabilitation Act of 1973 (as revised);
d) Public Law 94-142; and P.L. 101-476 (IDEA); and
e) Public Law 99-457.

TIME REQUIRED TO PRESENT MATERIALS

This module will require approximately three to four hours to teach.

EQUIPMENT REQUIRED

- A flipchart and easel, or a chalkboard;
- Copies of the Background Material and Exercises;
- Copies of P.L. 101-476 and 99-457 will be helpful.

BEFORE THE TRAINING SESSION

- Read the material in this module thoroughly. Compare the information with other resources, state and local policies or regulations that might apply, and the Bill of Rights and federal legislation.

- Prepare a short lecture on the material which includes references to any local policies or procedures that are relevant. It is a good idea to include in your lecture your own experiences; these anecdotes make the lesson come alive for those who are listening.

- Make copies of the Information Handouts and Exercises.

- Write the definitions of The Developmental Assumption and Normalization, on the chalkboard or flipchart. (See page 3 in the Background Material)

DURING THE TRAINING

¶ There are more instructional activities suggested for this unit than you will have time for - so select the ones that most appropriately meet the needs of the trainees.

¶ Begin the discussion by talking briefly about the history of people with disabilities and the ways in which rights were abused over the centuries.

¶ Once you have concluded the lecture, initiate discussion with the class by asking, "Have any of you had personal experiences or do you know of times when human or legal rights were denied to an individual because s/he had disabilities?" Another discussion question might be, "Why do you think people with disabilities were so abused?"

¶ Hand out Exercise #1, "Protecting the Human Rights of People with Disabilities." Ask trainees to respond in writing to the statement at the top. Indicate that they are to write down all their responses; they should then be prepared to participate in a class discussion of the statement.

¶ Continue the class session by talking briefly about the human rights which are outlined in the Background Materials. Explain that human rights are those which are not legislated or covered by court decisions; rather, they are those rights which each of us deserve because we are human. The right to be included in "regular" settings is a human right and should be considered as such. Even though "inclusion is a part of IDEA, it is based on a simple right and the knowledge that people learn best from their peers. Both Exercise #1 and Exercise #5 allude to "inclusion." Use them as it seems effective.

¶ Distribute Information Handout #1. Ask the participants to review it. Then lead a discussion of the right of all people to be respected. As you discuss the right to respect, a question to the class would be in order about ways in which we convey respect to other people. Again, examples from your own experience will help to clarify this right. Ensure that trainees understand that an individual's demeanor, use of language, and attitudes are major factors in giving respect.

¶ Distribute Exercise #2, "Personal Goals" and ask the trainees to complete it, and to be prepared to discuss their reactions to the "quiz."

¶ When you talk about the principles of The Developmental Assumption and Normalization, stress that these govern the delivery of services for children and youth with disabilities and, in many situations, the nature of the services is based on these principles.

¶ When you have completed the discussion, distribute Exercise #3, "The Developmental Assumption and the Principal of Normalization". After the participants respond to the question about the Developmental Assumption, draw them into general class discussion. When they have completed the lesson plan under the Normalization principle, ask several people to share their plans with the group.

¶ Present a short lecture on legislated and court ordered rights. You should have available school policy and regulations that are reflective of P.L. 94-142 and P.L. 101-476 (the reauthorization of P.L. 94-142) which is commonly referred to as IDEA (Individuals with Disabilities Act, 1990) and P.L. 99-457. Discuss how these legislative actions guarantee civil rights for children and youth with disabilities and their families.

¶ Distribute Exercise #4, "Protecting the Legal Rights of Children and Youth with Disabilities." When the teams complete the activity ask them to share their responses with the entire class.

¶ Distribute Exercise #5 - the Case Study of Rowena. Ask the individuals to complete the worksheet and be prepared to discuss their responses.

RESOURCES AND MATERIALS

"Creating Visions: Direct Care Service Provider Training" (1991). Idaho Center on Developmental Disabilities, University of Idaho, Moscow.

Kellogg Model Curriculum (1985). "Legal and Ethical Considerations For Persons With Disabilities." Meyer Rehabilitation Institute, The University of Nebraska Medical Center, Omaha.

McLean, M. and Odom, S. (1988). "Least Restrictive Environment and Social Integration," Division for Early Childhood White Paper. Reston, Virginia: Council for Exceptional Children.

Odom, S.L. and McEvoy, M.A. (1988). "Integration of Preschool Children with Handicaps and Normally Developing Children." In Odom, S. and Karnes, M. (eds.) Early Intervention with Infants and Children with Handicaps: An Empirical Base. Baltimore: Paul H. Brookes Publishing Co.

Pace Setter (September, 1989). "It's the Person First - Then the Disability." Minneapolis: PACER Center.

Wolfensberger, W., Nirje, B., Pershe R. and Ross, P. (1972). "The Principle of Normalization in Human Services." Toronto: National Institute on Mental Health.

HUMAN AND LEGAL RIGHTS OF CHILDREN AND YOUTH WITH DISABILITIES AND THEIR FAMILIES

RELEVANT HISTORY. There is ample evidence that people with disabilities have been a part of all racial and ethnic groups throughout history. Early cave drawings, for example, picture people whose arms or legs are missing; probably they had been injured while trying to hunt down food or contend with wild animals. As such they may have been valued members of their society because they contributed to it.

In other cases, however, it is clear from the records that are available that individuals with disabilities were not valued members of the community. Sometimes, special asylums were built for people with psychiatric disabilities or with mental retardation. For the most part the conditions in these institutions were dehumanizing, filthy and crowded and there is no evidence that any time was spent to help people better cope with the world and themselves. The growth of institutions in the United States followed these patterns. They were characterized by crowding, lack of educational opportunities, and inhumane settings. Often, people were involuntarily sterilized because of the fear that they would reproduce infants who, too, had mental retardation. Although a complete history of special schools, asylums, and institutions reveals that the people who started them often did so with good intentions, the crowding that usually occurred and the segregation from other people seemed always to bring the same harsh results.

Much of the treatment of people, particularly those with developmental disabilities, occurred because it was believed that they were not able to learn like other people and that it would be a waste of time to devote much effort to trying to help them do so. The treatment of children with severe emotional disabilities and of adults with long-term psychiatric disabilities was equally terrible. Families and the medical profession believed that there was no cure for psychiatric disability and the only solution was long-term institutionalization.

INCLUSION. The continued segregation of children and youth with disabilities brought about unsurprising but also unidentified results. Although most people <u>know</u> that children and adults tend to learn most things from their peers, the professional world did not recognize that people in segregated settings also learned from <u>their</u> peers. In other words, if several people with "violent" behaviors were put into a segregated school, the likelihood was they would learn from one another - each person learning the "violent" behaviors of other people in the same place.

On the other hand, if an individual with "unusual" behaviors was put into a classroom or residence with people whose behavior was not unusual, the likelihood was that the person would learn more usual behaviors.

In the same vein, people who do not communicate verbally are more likely to learn verbal communication if they go to school or live with people who talk; a child who is not toilet trained is more likely to learn appropriate toileting behavior if s/he is in a setting where other people are toilet trained.

There is a flip side to the desirability of placing children, youth and adults with disabilities into settings with people who do not have disabilities. When children and young people who do not have disabilities are in classrooms, work places or other settings alongside individuals who do have disabilities, they have the opportunity to become friends of people with disabilities. Once acquiantanceships or friendships are formed, fear of something unknown (like sensory impairments, physical disabilities or mental retardation) tends to leave and the people with disabilities have an easier time becoming full participants in the community.

Recognizing the value of "inclusion" for children and youth with disabilities, the authors of P.L. 101-476 (IDEA) and P.L. 99-457 initiated the move to incorporate children and youth with disabilities into general education. Even though special educators for years prided themselves on their capabilities of using "special" methods for "special" children, most now recognize the amount of "peer learning" that takes place and the value of including children, youth and adults with disabilities in "regular" community setting.

DEVIANCY. For many people with disabilities, the greatest obstacle to their becoming a part of the community and receiving services there has been the perception of "deviancy." Most individuals with disabilities are perceived by the general population as "deviant" -- different from other people in a way that is negatively valued.

Consider, for example, the impact that a person who uses a wheelchair may have on others. S/he is seen as "unable" to participate in activities in the same way as other people. For some individuals, just the sight of a person in a wheelchair is frightening. We tend to reject what we do not know or understand, and the wheelchair, itself, brings on images of a person who is ill and who cannot manage things for him/herself.

Public reaction to persons seen as <u>deviant</u> is often to ignore, to jeer, to be frightened of or to wish that they would go away (and stay away). Thus, the segregated congregate care facilities became an answer to the responses of the general public.

A NEW ERA BEGINS. The growth of community-based programs which began in the late 1960's evolved from the shock and horror that many people felt when they visited or worked in large, congregate care facilities. There was also a strong impetus provided by the families of individuals with disabilities. Many parents wanted their children at home. They did not want to have to send a child who just happened to have a disability to a place where they would have little opportunity to watch him/her grow and develop. They were convinced that education could be provided locally and that people with developmental disabilities could learn skills and become a part of the community. As a result, parents began to open community "developmental centers" where they taught their sons and daughters needed skills and "sheltered workshops" where their children could participate in work-like activities. These centers often provided the foundation on which current community-based programs were built. It is interesting to note that even community based schools and programs moved from segregation to integration into the community.

THE DEVELOPMENTAL ASSUMPTION. There are two basic principles that underlie the growth of community programs and the expansion of opportunities for people with disabilities to participate fully in the community. The first of these is the "developmental assumption " which simply states, "All people are capable of growth and development." This seemingly simple statement contains a volume of truth and precipitated the movement toward building educational and work-related programs for all people with disabilities. It refutes the old precept that hung on for so long: some people can learn and some people can't. So long as that loomed large in the thinking of families and professionals, it prevented the growth of helpful programs. It allowed for a selection; we can work with Joe; but not with Rosalie. And it perpetuated the segregated facilities. The developmental assumption is that all of us can profit from educational opportunities. It leads to our understanding that when people do not seem to be learning, it may be that we don't know how to teach. It leads to the development of new techniques for teaching, assistive technological devices to help people learn more easily and inclusion in community environments.

NORMALIZATION. The second basic principle for development of appropriate educational and work programs for individuals with disabilities is the principle of "Normalization." It governs the way in which people with disabilities are taught by stating that we should "use means that are as normative as possible in order to establish, elicit and/or maintain behaviors that are as normative as possible."

Although it may sound complex, it simply means that people learn better when they are taught in the same environments as other people and when they learn tasks within the setting in which the skill will be used. It means that we learn from the settings

in which we are placed; that, if institutionalized, we probably will learn those skills necessary to live within an institution. If we are taught in the community, we will learn the skills necessary to participate in the community. We learn from other people and all of us acquire the skills of those around us.

MAKING CHOICES. We should all remember how we felt when our parents, teachers or friends made decisions for us even though we were ready to make or participate in making decisions about our lives. "We'll go on a picnic today." "The best university for John is the University of Maine." "You should marry Kathleen; Karen is no good for you." This obviously paternalistic approach usually disappears from our lives when we become old enough to protest. But, for people with disabilities, paternalism has often been a major stumbling block. Professionals and family members have often assumed that, because they did not have disabilities, they knew exactly what the course of life should be for the person with the disability.

In order for people to fully participate in the community, they must have the opportunity to make their own choices, based on accurate information. This means that the role of the teacher or parapractitioner is to assist children and youth with disabilities and their families to acquire information about alternatives along the way. It is impossible to make good choices without good information. For example, how does one decide whether to have a caramel or a chocolate sundae unless we have tasted both? How do we decide which job we want unless we have experienced some parts of each -- or have reliable information on what each entails? How do we know where we want to live unless we have some idea of what various places are like? How do we decide which college to attend unless we know what our alternatives are?

This human right, to make one's own choices, is an important one. Its availability depends to some extent on the willingness of educational and other personnel to help explore alternatives.

PARTICIPATION IN PLANNING TEAMS. P.L. 94-142 and its reauthorization contained in the Individuals with Disabilities Education Act (IDEA), mandate the participation of families in the educational planning team that makes plans for each year of educational experience. P.L. 99-457 mandates the creation of an individual family service plan for young children with disabilities and their families. While neither law specifically states that the person with the disability should be present at his/her planning session, clearly it is a human right that it should be possible for him/her to be a part of planning events that will shape his/her life. The idea that such planning should take place without verbal and/or written input from the person involved in antithetical to the belief that people with disabilities have the same human rights as the rest of the population.

RESPECT AS A PERSON. Each individual on this earth is entitled to respect, as an individual human. It is accorded through courtesy, listening and noting the likes and dislikes of the other person. Greeting a man in his fifties, for example, as "Billy" is one good way to take away respect. The simple fact that the gentleman has lived more than half a century earns him the right to be addressed by his last name and a title: "Hello, Mr. Abruzzo." If he chooses to give others the right to call him, "Billy," that, of course, is his decision. Until he does so, however, the title is desirable.

Listening to people is another way to pay respect. If an individual is talking to you, it is important that you take the time to stop and hear what is being said. If you are really busy and can't do that, then say, "I need to get on with my work right now. Can I come back in ten minutes, and we'll talk?"

As teachers and paraeducators plan together for activities in and out of the classroom, they also pay respect to the children or youth whom they are serving by paying attention to individual likes and dislikes. Planning a class picnic in a wooded area, for example, when the news is full of warnings about ticks and Lyme Disease, is one way to say, "We have no respect for this group of people!" Acknowledging that other people's feelings are valid by considering them as part of planning is a way of saying, "I have respect for you as a person." When we consider ways in which to respect others, it is important to acknowledge how we want to be treated. What makes us feel respected as an individual?

THE DIGNITY OF RISK. This principle is another important part of sound educational planning for children and youth with disabilities. It is based on observations about how and when people learn, and how and what enhances self-esteem.

In order for a child to learn to ride a bicycle, there comes a moment when the training wheels come off, dad quits running alongside providing support and the youngster wobbles off on two wheels. This initial ride may end in a spill and a skinned knee or it may end gloriously with a pickup in momentum and the child confidently riding away. There are risks entailed: when the training wheels come off and when dad lets go. The father probably understands those risks well, but he knows that his child will only learn to balance and peddle when the supports are gone. The child probably understands the risks, too, and it may be with a bit of fright that s/he feels the supports leaving. But, when they are gone, the opportunity is there to make it on his/her own. Part of the thrill is overcoming the risk.

And, so we learn many things. We risk and try -- sometimes, we fail; sometimes we succeed. And success is usually worth the risk.

It is tempting, when working with children and youth with disabilities, to be so protective that there is no opportunity to fail. Sometimes, teachers and parapractitioners work hard at making learning risk-free, thinking they will bolster students by doing so. It is good to remember, however, that learning for all of us often entails risks. Because it does, we value it more. Opportunities to risk are a part of life and, as such, should be considered as part of the life of an individual with a disability. Over protectiveness is usually a deterrent to assisting children and youth toward full community participation.

LEGISLATIVE GUARANTEE OF RIGHTS. The rights and principles discussed above are, for the most part, human rights that are accorded to individuals -- and agreed upon by most people as part of the entitlements we earn because of our status as human beings.

Legislatures, state and Federal, however, have contributed to the guarantee of rights; there are those on which our country is founded and there are others which have evolved in the two hundred plus years since the Constitution was drafted.

THE BILL OF RIGHTS is the first ten amendments to the Constitution of the United States. Those basic rights statements were drafted by the writers of the Constitution and were ratified by the First Congress. They include the right to work where one chooses, the right to speak out in public, the right of the press to print all the news, the right to assemble (gather together) as we choose, the right to bear arms, and the right not to have to testify against oneself. The drafters of these amendments were determined that people in America would be freer than their counterparts in Europe. It is a good start toward establishment of rights, although such freedoms as the right to vote were not included in the Bill of Rights. To be sure, it was given to white men, but men who were Afro-American and women of all colors had to wait many years before the right to vote was accorded to them.

THE REHABILITATION ACT OF 1973 came to be known as the civil rights act for people with disabilities. During the 1960's when there were many demonstrations and attempts to achieve full and equal civil rights for all people, individuals with disabilities were considered as one group who had been disenfranchised. It was decided, however, that it would be too difficult to pass the Civil Rights legislation if people with disabilities were included in it, so they were left out. The 1973 Act began to make up for that set-back.

The Rehabilitation Act, in Sections 502, 503 and 504, guarantees access to buildings on which Federal dollars have been spent and it protects the rights of individuals not to be discriminated against in jobs where Federal dollars are being used. The legislation was enough to begin to clean up the landscape as far accessibility to parks, monuments, museums, schools, universities and other public buildings was concerned. It also provided the base for a number of cases of alleged job discrimination.

The Rehabilitation Act was a forerunner of other legislation that would go farther toward the protection of rights for people with disabilities. It is highly regarded, however, for the rights issues covered in it; in addition, it was renewed and strengthened in 1984 and is now in the process of further re-authorization. It is important to be familiar with it.

PUBLIC LAW 94-142. This landmark Federal legislation enacted in 1975 required public schools to provide an education for all children, regardless of disability. Up to that time, many schools had been selective about whom they would serve and children and youth with multiple medical needs, severe or profound retardation, severe emotional disabilities or other behaviors deemed to be not suitable, had been excluded. There were several states which had earlier passed an education for all children bill, but it was not uniform across the country until P.L. 94-142.

In addition to guaranteeing a free, appropriate public education for children and youth, this law mandated that each person being educated should have an individual educational plan -- one designed to meet the specific needs of the person. It also mandated that parents should be a part of the planning team. An appeal mechanism called "due process" was created by the law so that parents who disagree with the plan have a way to object. P.L. 94-142 also addressed the issue of children and their families for whom English is not the primary language. It required evaluations to be carried out in the language that the child or youth understands. It further says that interpreters must be available if needed when the educational planning team meets and that decisions about appropriate placement are to be made based on non-discrimintory evaluations.

The intent of P.L. 94-142 was to establish services that would support children and youth in the regular classroom. If that was not possible, they were to be educated in the "least restrictive environment" appropriate for the individual, thus opening the doors to integrated educational opportunities for people with disabilities. In 1990, the law was re-authorized and the impetus toward education in the regular classroom was strengthened. The new law, (101-476) called IDEA, Individuals with Disabilities Education Act, reaffirms and strengthens the rights of families to be an integral part of the educational team and furthers the movement toward inclusion.

P.L. 99-457, passed in 1985, addresses the rights of children from birth to the age of five and their families to receive appropriate therapy, medical and education services. It established two new programs. The first is designed to meet the needs of young children ages three through the age of five with disabilities; the second encourages states to provide services for infants and toddlers from birth through the age of two who have disabilities or are at risk for other reasons.

In general the first program required state and local education agencies to extend all of the rights mandated by P.L. 94-142 to all children with disabilities beginning at age three. To achieve this goal and ensure that young children are served in inclusive settings, school districts are using a variety of strategies. Some districts have established new pre-school programs for all children or they have placed young children with disabilities in existing early childhood classes. Others have joined forces with Head Start or private non-profit education provider agencies in their community.

The Handicapped Infants and Toddlers Program, which is the second part of P.L. 99-457, encourages states to provide coordinated multi-disciplinary education, medical and other related services to children from birth through the age of two, and to provide services and support to their families. Individual Family Service Plans (IFSP) like IEPs are the corner stone for identifying the strengths and service needs of the children and their families, no matter whether they attend center/school based programs or receive services from home visitors.

THE AMERICANS WITH DISABILITIES ACT (ADA) was passed in 1990. This broad Act has been hailed as the ultimate civil rights bill for people with disabilities. It speaks especially to the work place and the rights of individuals with disabilities to access business, industry, educational settings and a host of other buildings generally used by the public. It addresses accommodation, that is, the alteration of job settings so that the work can be done by people with disabilities. It mandates accessibility on public transportation.

The passage of the ADA was managed by a massive, joint effort among people with disabilities all across the United States. When the President signed it into law, there was considerable rejoicing among groups representing people with disabilities. While it is possible to mandate accessibility so that those with disabilities can, in a physical way, have opportunities to take part in the same education, work, living and play activities as other people, we will have to rely on the essential good-will of people to people to achieve integration in all aspects of the lives of people with disabilities.

DUE PROCESS was mentioned in the discussion of P.L. 94-142. In that case, it simply means that there is an established mechanisms for protesting when a student or family disagree with an individual educational plan. Used more generically, it always indicates that there is a way to disagree formally and to work, through channels, to resolve disagreements. Formulation of each of the laws listed above means that it is possible to disagree with an action or a setback in a formal way. Laws such as the ADA are the base upon which a formal protest or a lawsuit can be based, and the court system provides the appropriate channels.

It would be nice to think that all advancements for people with disabilities were made because of the essential good-will of people without disabilities. This, unfortunately, is not true, and many of the moves toward full participation in the community have been made possible because of the settlement of lawsuits.

RIGHT TO PRIVACY. There is no mention in the Bill of Rights specifically about the right to privacy. It was determined by the Supreme Court in a decision handed down in 1927. Their decision stated that each individual has a fundamental right to privacy, guaranteed through interpretation of the Constitution. This right has an impact in different ways on the delivery of education services: 1) There are some activities, such as using the toilet, that are deemed to be "private" acts. It may be that a student with whom you are working does need assistance in the toileting process. If so, you should afford the person the most privacy possible; no open bathroom doors or forays by female staff into male bathrooms. 2) The privacy as to physical acts is important, but perhaps even more so, is the fundamental right to be sure that one's activities and behaviors are not discussed with other people. Logs, observational data, test results and all other material pertinent to one person should only be seen or discussed by people who have a need to know. It is wrong to talk about the person to other people who do not work with a child or youth or their families.

SUMMARY. The human and legal rights discussed here are only an introduction to the massive amount of law and social custom that relates to children and youth with disabilities. Perhaps the best guideline that can be used to protect the rights of people is to consider what each of us want for ourselves in terms of rights.

IT'S THE 'PERSON FIRST' - THEN THE DISABILITY*

What do you see first?

When you see a person in a wheelchair unable to get up the stairs into a building, do you say "there is a handicapped person unable to find a ramp"? Or do you say "there is a person with a disability who is handicapped by an inaccessible building"?

What is the proper way to speak to or about someone who has a disability?

Consider how you would introduce Jane Smith who doesn't have a disability. You would give her name, where she lives, what she does or what she is interested in - she likes swimming, or eating Mexican food, or watching Robert Redford movies.

Why say it differently for a person with disabilities? Every person has many characteristics - mental as well as physical - and few want to be identified only by their ability to play tennis or by their love for fried onions or by the mole that's on their face.

In speaking or writing, remember that children or adults with disabilities are like everyone else - except they happen to have a disability. The following are tips for changing the way you think and refer to people who have disabilities:

- ✓ Speak of the person first, then the disability, do not use words that label or stereotype a person (e.g. say "she has cerebral palsy" do not use terms like C.P./spastic, "he is deaf and communicates in sign language" not "he is deaf and dumb"; "she uses a wheel chair" not "she is confined to a wheelchair"; "he has seizures" not "he has fits", "he has a learning disability" not "is learning disabled.")

- ✓ Emphasize abilities, not limitations.

- ✓ Don't give excessive praise or attention to a person with a disability; don't patronize him/her.

- ✓ Choice and independence are important; let the person do or speak for him/herself as much as possible.

- ✓ **And remember a disability** is a functional limitation that interferes with a person's ability to walk, hear, talk, and learn.

- ✓ **Handicap** is a word used to describe a situation or barrier imposed by society, the environment or oneself.

*Adapted from the June 1989 PACER Center Early Childhood Connection and September 1989 PACER Center PACESETTER.

PROTECTING THE HUMAN RIGHTS OF PEOPLE WITH DISABILITIES

Write down your responses to the following statement. Record all your responses; then, organize them so that you can contribute to classroom discussion.

"What difference does it make if I try to honor Melvin's rights? He's in a wheelchair and he's pretty retarded. I don't think he would even know if he didn't have all his rights. My mother says that people like him ought to be put away someplace. She says it would be better for Melvin. If he were with other people like him, people wouldn't make fun of him and he wouldn't have to go around failing all the time. The very idea of putting him in a regular classroom or thinking he can work in a real job is crazy!"

PERSONAL GOALS*

In the following activity answer yes or no to the following questions and be ready to discuss your responses.

1. Do you want a job that you can go to every day?
2. Do you want good health care for yourself?
3. Do you want security from poverty and loneliness?
4. Do you want recreational opportunities?
5. Do you want social opportunities?
6. Do you want to be part of the community?
7. Do you want to feel good about who you are and what you can accomplish in your life?
8. Do you want companionship and affection in your life?
9. Do you want to learn and grow?

DISCUSSION:

10. Do you think everyone including people with disabilities feels the same way?"

*Reproduced with permission from Creating Visions: Direct Care Service Provider Training (1991). Idaho Center on Developmental Disabilities, University Affiliated Program, University of Idaho.

THE DEVELOPMENTAL ASSUMPTION AND PRINCIPLE OF NORMALIZATION

The Developmental Assumption states that, "All people can learn and develop." This sounds like a pretty simple statement. Why do you think it makes such a difference to people with disabilities?

"People learn best from their peers". Record your responses to this statement as you prepare for a class discussion on inclusion.

PROTECTING THE LEGAL RIGHTS OF CHILDREN AND YOUTH WITH DISABILITIES

Read each of the situations described below. Working with a partner, decide if an individual's rights are being abused in each setting. If so, describe how the situation could be corrected. Some of the statements show specific acknowledgement of the rights of others. If this is the case, indicate what right is being honored.

1. Manuel needs help in unzipping his trousers when he has to urinate, so Ms. Madison accompanies him into the boys' bathroom to provide assistance.

2. Amanda, a job coach, was introducing two student workers to the phone company president as they met to announce a new initiative of the company to hire people with disabilities. She said, Mr. Brown, I would like you to meet Miss Harris and Mr. Jones.

3. At a meeting with school officials, Mr. and Mrs. Henry were told that the school did not have an appropriate classroom for their daughter, Judy. Because of her "bizarre behavior", she would not be accepted in any of the school's programs.

4. Camie, a transition trainer, could hardly wait until the school day was over so that she could talk to her friend, Linda, and tell her about the latest mistakes that eighteen-year-old Jim had made at his place of employment. Neither Camie nor Linda could figure out why the owner of the business didn't just fire Jim!

5. Teacher Fanny Grey was talking to Queenie Tyler, mother of Edwin Tyler, a pre-school student with disabilities. She said, "Mrs. Tyler, we need to schedule an IEP meeting with you and your husband. I know it is difficult for you both to attend since Mr. Tyler works two jobs and you have your own job plus your work at home. I wonder if it would be possible for us to come to your house, perhaps on Saturday, so that we would have adequate time to meet?"

6. Dr. Spaulding said, "We are going to build a special classroom just for children using wheelchairs, because the stairs make it impossible for any of them to get into the general education classes."

7. Marzetta, a parapractitioner working with the family of two-year-old Sue Lin, complained, "I don't even know why I go to their house. They can't speak English and I don't know their language."

ROWENA'S STORY

Rowena Madison is the only child of Mattie and Lumir Madison. She is now 18 years old. Rowena was born to the Madisons when Mattie was 42 and Lumir was 52. They had been married for twenty years when the pregnancy occurred and they were ecstatic about it. It had seemed to them that they would never have children and, now, here she was! In many ways, Rowena met all their expectations. She was a friendly, happy baby and, as a small child, "never met a stranger". She liked people
a lot and also seemed to enjoy the company of her mother and dad when just the three of them were at home.

The Madisons live on a large farm about fifteen miles from Gaston, a community of 2,232 people. Rowena attended a small rural elementary middle school in her early years. The teachers there worked with her very effectively, but did tell her parents that she was "slow" to catch on to new ideas and that she might have some difficulty with school when she moved on to the Consolidated high school. The Madisons had really not noticed the "slowness" a lot since they had no other children with whom to compare Rowena. They were concerned, however, about Rowena's "general clumsiness" and the fact that she did not seem to be able to pay attention to any one thing for more than a minute or so. When consulted, the family physician said she had "a little cerebral palsy" and some "hyperactivity". He gave her Ritalin until she was fourteen or fifteen years old, and then discontinued it.

When Rowena was fourteen, it was determined that she should "go into town for school". Even though she had not completed all the learning requirements for the eighth grade, her teacher told the Madisons she was getting bigger than the other children and she would profit from the "special education" activities offered in the town school. When she moved to the new school she took beginning typing and home economics in general education and has done fairly well.

The staff involved with Rowena liked her a lot. She is friendly and easy to get along with. The other students elected her May Queen at the prom and she is a favorite of all. It has now been determined that she is ready to find employment in the community, with the support of a job coach.

INSTRUCTIONS: The Case Study on the previous page contains reasons why integrated settings are effective. Under each statement, list the ways in which you think Rowena or her peers and her family and the community have profited.

There will be opportunities for Rowena to learn from other youth who do not have disabilities.

There will be opportunities for Rowena to learn from an integrated environment.

There will be opportunities for other youth who do not have disabilities to learn from Rowena.

Listed below are values connected with providing services to children and youth with disabilities in integrated settings. Working with a partner, read each one carefully and describe the reasons why you agree with the statement or, if you disagree, give those reasons. After you have completed your evaluations pro and con, be prepared to discuss them with the rest of the class.

1) **Each child and youth with disabilities is an integral part of a family. In order for him/her to be an active part of family life, it is necessary that s/he have the opportunity to participate in the same school, work and play settings as other family members.**

2) **Each child and youth with a disability contributes positively to his/her family, friends, school colleagues, and other community members.**

(continued on next page)

3) Each child and youth with a disability can become a fully participating and valued member of the community.

4) With full integration, children and youth with disabilities have more options available to them.

5) Children and youth with disabilities have the right to succeed and the right to fail.

HUMAN DEVELOPMENT

OVERVIEW

How children, youth and adults develop and move from one stage of life to others has fascinated humankind since recorded time began. How do infants unable to communicate become teenagers who spend most of their waking hours on the phone with their friends? How do babies unable to crawl or walk become adults who jog and run marathons? Myths and folklore exist in all cultures to explain physical, cognitive, social and emotional development, and in most, rituals mark the rites of passage from childhood to adulthood.

Over the years, several theories about development have evolved. Jean Piaget focused on how children develop cognitively. Erik Erikson centered on the stages of social and emotional development in children and adults. Arnold Gesell looked at patterns and phases of physical development in children. Lawrence Kohlburg was concerned with stages of moral development and how children and youth move from one level to another.

The primary emphasis in this module is to provide paraeducators with an understanding of the flow and patterns of development in infants, toddlers, children, adolescents and adults. It is divided into two parts. The first part will provide paraeducators with an overview of human development and typical sequences of development in infants, children and youth. In the second part trainees will learn about risk factors that may cause or impede typical development.

UNIT I - PRINCIPLES OF HUMAN DEVELOPMENT

INSTRUCTIONAL OBJECTIVES

Paraeducators will be able to:

1) Explain why typical development in all children and youth follows predictable patterns.

2) Explain what is meant by typical development in terms of: a) cognitive growth, b) physical/sensory growth, c) social/emotional growth and d) language/communication development.

3) Describe characteristics of infants and young children at each year from birth to five.

4) Explain typical sequences of development in elementary school age children.

5) Discuss the major physical, intellectual, emotional, and social changes which occur during adolescence.

6) Demonstrate a familiarity with the changes and the challenges that occur in adulthood.

TIME REQUIRED

The time needed to teach the material contained in this entire module will range from a minimum of two hours to six hours depending on the number of training activities you include in the session.

MATERIALS AND EQUIPMENT REQUIRED

- A flipchart and easel or chalkboard
- The information handouts and exercises included after each unit.
- (Optional) A series of film strips "The Eight Stages of Life" or other video materials about human development that maybe available through a state or local Education Resource Center or your public library.

BEFORE THE TRAINING

- Review the Background Material and the content in the information handouts, and other resources available to you. Develop a series of brief lectures for the various topics you will cover in this training session(s). Stress the importance of gaining an understanding of the principles and patterns of typical human development before learning about the factors that cause or impede "normal" development.

- If you have time during the training session, invite several parents with newborn babies and children up to five years of age to bring them to the class for the trainees to observe.

- Make copies of the informational handouts, and exercises you plan to use during the session.

- Write the terms Cognitive Development, Physical Development, Social/Emotional Development, Language Development, on the flipchart/chalkboard to refer to during the session.

- If you are going to use "The Eight Stages of Life" or other video materials, preview them to determine how they may best be used as part of this class.

DURING THE TRAINING

¶ Begin the session by discussing the major principles of human development. Use Information Handouts 1 & 2 "Principles of Human Development" and "Terms Used in the Study of Human Development" as a guide for the discussion.

¶ Distribute Information Handouts 3 and 4: "Theories of Jean Piaget and Erik Erikson." Briefly review them to introduce different concepts of human development for the trainees to consider during the discussion that follows.

¶ If you have invited parents to attend the session provide an opportunity for the trainees to observe the children using Exercise 1, "Observation Form", to gather information about differences they saw in the children of different ages.

¶ Or, if there is not enough time during the training program, you may want to make a homework assignment asking participants to: observe two children of the same age, between the ages of birth and five years; record their observations on the Observation Form; and be prepared to discuss the results during the next class.

¶ Divide the participants into small groups. Ask the individual groups to brainstorm (based on their personal experiences) and list typical characteristics of children and youth of different ages. Group 1 should be asked to discuss babies between the ages of 10 days and six months. Assign the following age spans to the remaining groups in the following order: 1) One to two years; 2) Three to five years; 3) Six to ten years; 4) Eleven to twelve years; 5) Thirteen to eighteen years; and 6) Different phases of adulthood. Allow 15 to 20 minutes for the groups to complete their discussions. Ask for volunteers to read the lists and record the responses on the flipchart or chalkboard. (Participants enjoy this exercise because it enables them to demonstrate their knowlege of human development.)

¶ Refer to these lists throughout the discussions that follow of the various developmental stages. If necessary correct any misconceptions.

¶ Distribute Information Handouts 5 and 6: "Developmental Stages and Patterns of Behavior: The Age of Dependence - Birth to 24 Months" and ages 3 to 5. Discuss, the ways infants and young children develop skills in various areas and the critical roles families and other caregivers play in helping them grow and develop.

¶ Distribute Information Handouts 7 and 8: "Developmental Stages and Patterns of Development: Elementary Age and Pre-Adolescence," to serve as a guide for the discussion of elementary/pre-adolescent age children. Describe how 6 year olds differ from five year olds. What kind of learning experiences are important to children in these age groups? What is the role of members of the instructional team and other adults in the lives of children in this age range?

¶ Discuss the period of pre-adolescence. How do relationships with families, teachers, paraeducators and other adults change during this period? Who begins to influence their lives? Emphasize ways the instructional team can support children and prepare them for adolescence.

¶ Distribute Information Handout #9, "Developmental Stages and Patterns of Behavior - Adolescence." Begin with a discussion of the physical, social and emotional changes that occur as children begin to enter adolescence. Use a chalkboard or flipchart to outline various characteristics of youth as they enter and emerge from adolescence. Ask participants to discuss their experiences with adolescents or to report on their memories of this period. How did they or their children/friends establish personal identities? How do the changes in intellectual/cognitive abilities influence moral judgment, values, and attitudes about issues?

¶ Distribute Information Handout #10, "Developmental Stages and Patterns of Behavior - Adulthood and Aging." To introduce the discussion on Adulthood and Aging, ask participants to define "old age." At what age is a person old? Ask participants to respond to the question: What changes occur with aging? Record the responses on the chalkboard or flipchart. Review responses and ask the participants to sort them into categories that are positive changes and those that are challenging.

¶ Distribute Exercise #2 "The Owl of Minerva." Divide the participants into groups of 3 or 4. Be sure they understand the quote. Give the groups 10-15 minutes to discuss the questions. Then bring the class back together and discuss the conclusions of the individual groups.

BIBLIOGRAPHY AND RESOURCES

The material in this module provides an overview of typical child development and factors that may cause or delay development. The items in this section of the Bibliography include the references mentioned in the Information Handouts in Unit 1 and other resources trainers can draw on to prepare paraeducators to work with infants and young children, elementary school age children and adolescents.

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"The Eight Stages of Human Life: 1) Prenatal to Late Childhood and 2) Adolescence to Old Age." Human Relations Media. Pleasantville, New York, 10570. (These video tape materials are available through many state or local Education Resource Centers.)

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UNIT 1 - PRINCIPLES OF TYPICAL HUMAN DEVELOPMENT

INTRODUCTION. In a training program for paraeducators working with children and youth with disabilities, trainees might wonder why they should learn about "normal" human development. Wouldn't it be enough just to learn about children and youth with disabilities and other special needs and the factors that cause them and their families to require individualized education programs and services. In fact, wouldn't it be more useful and wouldn't it save time?

The fact is that children and youth with disabilities have more in common with their chronological age peers without disabilities than they have differences. In most ways their behavior and patterns of development conform with the behavior and patterns of development of children and youth described as typical or "normal." They have the same physical needs, interests, joys, fears and sorrows. Frequently instructional interventions are the same for all children - disabled or not. And our expectations for children and youth with disabilities or who are at risk for other reasons should be the same as our expectations for all children: To grow and to develop to their maximum potential and to live and participate fully in the life of the community.

All infants, toddlers, young children, teenagers, and adults are individuals with traits and characteristics that make us unique. The question invariably arises, if children and youth are so distinct how can there be patterns of "normal" development? The answer is that although we do develop in our unique ways at our own pace we also pass through certain predictable stages. Indeed, all people grow and develop in patterns and stages that may vary in the length of time required to complete each sequence but the patterns are predictable from one person to another.

STAGES OF DEVELOPMENT. Observations of infants, young children and youth forcefully demonstrate that everyone passes through predictable stages of cognitive, physical/sensory, social/emotional and language development. Because development is regular, patterned and predictable it is referred to as "normal" or typical. When children deviate from these "norms" they may require special services and individualized education programs.

Development is a step by step process. For example, learning to walk may involve as many as fifteen steps, beginning with pulling to a standing position and ending with walking without holding on. Most children progress through each step rather than skipping from Step 1 to Step 10. Because of these sequential patterns, determining a child's or youth's level of development is important so the child or youth can be assisted to reach the next step.

The terms "stages of development" and "characteristics of certain ages" are general. But to say the "average" four year old does certain things does not mean that every four year old acts in that manner.

Individual development in physical, cognitive and social/ emotional areas does not necessarily proceed evenly. One child (or adult) may be at a different chronological age for each area. It is likely, however, that the child (or youth) who is accelerated in one area will be advanced in other areas as well. Also the child who is delayed in one area often is delayed in other areas as well. (An obvious exception is a person who has a physical disability who might, therefore, be delayed in acquiring physical skills but is not delayed in other areas.)

A second important concept is that development generally proceeds from the concrete and simple to the abstract and complex. For example in cognitive development children first become aware of people, objects, or events. From there they progress to logical thinking and are able to sort things into categories, classes, order. The next step in the sequence is problem solving and developing rules and guidelines for coping with the environment and society in general.

Finally, the acquisition of language is unique to humans. Language fills important functions for us: it provides us with a means to communicate and socialize; it enables us to transmit culture from generation to generation and it becomes a vehicle for thought. Babies, regardless of where they are born, are capable of producing every sound used in <u>all</u> languages used on the earth. Infants' babbling encourages older persons to talk to them, thereby teaching infants the sounds used in their home environment. By six months of age, the sounds children make will be <u>only</u> those they hear; and all other sounds are not made or practiced. In this way, all humans learn to speak the language and the dialect that is spoken where they are raised. It is also important to note that children will understand language before they speak it.

For additional information see the Information Handouts that follow.

BASIC PRINCIPLES OF HUMAN DEVELOPMENT*

- Development in all people is similar. While every person is unique, development occurs in sequences that are predictable. For example, all babies sit alone before they walk.

- Development is an orderly process with stages (patterns) that can be predicted. Knowing the predictable sequences of behavior helps in recognizing typical ("normal"), delayed or accelerated patterns of behavioral change and growth and enables parents and educators to develop individualized programs.

- Development proceeds from the general to the specific. For example infants move their entire arm in a random manner before they can control their hands and fingers to pick up a toy.

- Development proceeds from the upper portions of the body toward the lower portions - from head to toe. This "cephalocaudal" development means that children gain control of their head and neck movements before they are ready to sit alone.

- Development proceeds from the center of the body to the outer body parts. This "proximaldistal" development means that children can hold a ball before they can tie their shoes.

- Development proceeds at different rates. In a person's developmental sequence, there are periods of accelerated growth and gradual growth. From birth to age five, a child's development is characterized by rapid physical and cognitive growth; from 5 to 11, physical development slows down; during adolescence, there is rapid physical growth again.

- Development can proceed at different rates within an individual person. For example, a person may have delayed cognitive and language development and typical physical development.

- Physical, cognitive, social and emotional development are interrelated and affected by the interaction of heredity and environment. For example, a person with mental retardation may develop at different rates depending on whether or not s/he is reared in an institution or at home with access to early family intervention and education services.

*The information in this Handout was adapted from the various sources identified in the bibliography and references cited in this unit.

TERMS USED IN THE STUDY OF HUMAN DEVELOPMENT*

COGNITIVE DEVELOPMENT. The process of acquiring knowledge and information as a person interacts with the environment and culture. Cognitive development depends on growth inside the person (such as the development of curiosity and the desire to learn) as well as the impact of the outside environment.

COMMUNICATION. Is the transmission of messages from one person to another. It may be accomplished in myriad ways including eye contact, posture, facial expressions, gestures, writing, and speech.

DEVELOPMENT. The growth of the person in predictable patterns.

DEVELOPMENTAL DELAY. A term used to describe an observed difference in a person's actual growth and behavior and the typical growth and behavior expected of people of the same age.

EMOTIONAL DEVELOPMENT. The process in which the person acquires feelings about him/herself and other people.

PHYSICAL GROWTH. A term used to refer to an increase in size, height, weight, knowledge, and skills.

HUMAN DEVELOPMENT. A term used to refer to the study of a series of patterned and predictable changes that occur as a person grows and learns how to interact with the environment.

LANGUAGE. Is the organized system of symbols people in various societies use to communicate with one another. These symbols may be spoken, written, or gestured.

LEARNING. The acquisition of knowledge and skills as children and youths interact with their environments, teachers and caregivers. Learning is both receptive and expressive. Receptive learning is under the control of the learners who "take in" or assimilate information about their environments and experiences. Expressive language is strongly tied to reinforcement provided by the learner's environment. For example, a person may know the concept - but not use the word unless his/her environment encourages the use.

*The definitions in this list have been assembled from various sources that are identified in the Bibliography included in this module.

MATURATION. The growth of a person from within; the process of acquiring cognitive, social, emotional and language skills that increase with age.

NORMAL/TYPICAL. Averages or standards against which the behavior or development of a person is compared.

PHYSICAL/MOTOR DEVELOPMENT. The sequence or rate at which a person acquires motor skills and learns to control his or her body. It is characterized by changes seen in the external body and by unseen internal changes in the organs, muscles, blood, bones and nervous system.

SOCIAL DEVELOPMENT. The general process by which a person acquires the beliefs, skills, values, behavior patterns and other characteristics considered necessary for interacting with other humans in a particular society/culture.

SPEECH. Speech is the organized production of sounds to form words and word groups.

JEAN PIAGET'S THEORY OF DEVELOPMENT

Piaget's theory is mainly concerned with matters of intelligence, thinking, logic, language and competence or efficiency. His approach views people as naturally active, seeking, adapting beings who learn through continual actions, which they initiate within their environment. According to Piaget, children are born with a set of sensorimotor operations/movements to perform upon their environment in order to "know" it and themselves. As a result of these transactions and physiological maturation, the original sensorimotor operations are: 1) built into increasingly more complex patterns, 2) internalized so they can be carried out mentally, and 3) tied to language symbols. For Piaget, mature behavior is the ability to reason and think critically, in objective, abstract, and hypothetical terms. When youths or adults reach this level, Piaget regards them as being at the peak of a developmental pyramid. Piaget hypothesized that each person progresses through four distinct stages of intellectual development. They are:

I. SENSORIMOTOR. During the first two years of life, children receive information from their environment primarily through the senses and a multitude of physical motor explorations. The explorations provide information about ways to cope with different situations and the effect of behavior on the environment. For example, an infant learns if s/he cries when s/he's hungry, s/he will be fed; s/he learns if s/he smiles, s/he gets a response from another person. During this time the infant attains: a) **Object permanence:** Things continue to exist even when they are out of sight; b) **Invariance despite change:** The identities of objects and people remain the same even in different contexts or circumstances, and c) **Means-end:** Certain acts result in reliable effects on the environment.

II. PREOPERATIONAL. From three to seven years of age children begin to expand their ability think. This stage is divided into two sub-stages: a) **Preconceptual** - during the third and fourth years of life, children are constantly investigating their environment. Children in this period usually see themselves as the center of their environment. Children who have learned the label, "dog," may initially label all four-legged animals "dog"; they gradually learn other appropriate labels for the animals, e.g. cat, cow, etc; and b) **Intuitive** - During the ages four to seven, children begin to develop increased interest in their social world and demonstrate an ability to give reasons for their beliefs and actions. Their broader social interactions and their growing ability to use words effectively are important factors in contributing to their growth. For example, it is difficult for children under four years of age to take turns; they need to learn to experience "it's mine" before they can say "I want to share it with you." As children move into the intuitive period, they are able to share and take turns with others. They also learn to play cooperatively with other children; for example, two children, after listening to a story about firemen, may decide to build a fire station in the block corner. During this period of development Thought is dominated by what is seen. The child is not able to attend to more than one thing at a time where space, time, volume, shape, and weight are concerned. And language development is very rapid.

III. CONCRETE OPERATIONS. From the ages of seven to eleven, children become capable of mentally seeing an object or event in a total system of interrelated parts; they understand that a piece of clay contains about the same amount of clay regardless if it's a circle or a rectangle. They are also able to think about what happens to concrete objects without having to experiment with the object. For example, they recognize that water in a tall, thin glass can be the same amount of water in a short, fat glass, even though the containers have different shapes. During this stage of development logic and objectivity progressively characterize thought. The child can reason, but only when using concrete objects.

IV. FORMAL OPERATIONS. By the time children reach the age of twelve, their cognitive development is characterized by thinking and reasoning. They can think about issues and ideas, they can form opinions about abstract concepts like love, right and wrong; they can understand the term "a million dollars" which must be thought of in abstract terms. Mental development is usually complete by the end of this period, around fifteen years of age. During this stage of development young people are able to formulate and execute symbolic plans of action based on hypothetical events, and can consider simultaneously more than one variable in the solution of a problem. And they are able to imagine potential relations among objects or events.

ERIK ERIKSON'S THEORY OF SOCIAL/EMOTIONAL DEVELOPMENT

Erik Erikson developed a theory of social development of children and adults. It focuses on how people see themselves and on their interactions with others. Erikson believed that social/emotional growth parallels physical growth. He described social/ emotional development using a series of eight stages that extend from birth to death, with each stage building on the preceding one. The last three stages encompass the adult years.

STAGE	AGE LEVEL	CHARACTERISTICS
Trust vs Mistrust	**0-18 months**	The ability of the infant to develop sense of basic trust is the foundation of all personality development. Because physical needs of infants must be met, strong emotional bonds are formed with the major caregiver, usually the mother; as an infant's need for food, warmth and attention are met by a major caregiver, a sense of trusting people in his/her environment is developed that prepares her/him to accept new experiences.
Autonomy vs. Shame and Guilt	**18 mos. - 3 years**	As children test motor skills (walking, running,) they develop a growing sense of independence along with the ability to accept help and guidance from others. Attempts at independence may take the form of tantrums or stubbornness; for example, a two-year-old may shout, "No!" to the question, "Do you want to go outside?" when in reality s/he really does want to play outdoors. This stage is often illustrated by a child becoming toilet trained, thus developing a sense of autonomy.

STAGE	AGE LEVEL	CHARACTERISTICS
Initiative vs. Guilt	3-6 years	Children become aware of their environment. They learn to broaden skills through the increasing use of imagination and fantasy. They begin to satisfy their natural feeling of curiosity. For example, children are interested in talking with new people and visiting new places.
Industry vs. Inferiority	6-11 years	During this stage children begin to learn the values and skills of the environment. At school, they are expected to acquire the formal skills of reading, writing, math, and getting along with peers. They learn self-discipline to do homework. They learn to be industrious and ready to try out new skills.
Indentity vs. Role confusion	12 years - early adulthood	Children are concerned with how they appear in the eyes of peers as well as finding out "who I am." The person develops specific skills and talents well as meaningful goals and beliefs. As adolescents move toward finding their identity they may seem "rebellious" to the family. Actually, it is progress.
Intimacy vs. Isolation	Adulthood	Young adults begin to form meaningful relationships with other adults. Through pairings, the individuals learn the joys of shared intimacy and exploring life together.

STAGE	AGE LEVEL	CHARACTERISTICS
Generativity vs. Stagnation	**Adulthood**	The adult continues to grow and develop socially. S/he is an active member of society. More and more, couples are having children during these years rather than when they are younger.
Integrity vs. Despair	**Adulthood**	The mature adult has experienced the preceding stages. Some people look back on their lives with satisfaction. Others are discontent. The resolution of this stage has a great deal to do with the individual's satisfaction with life as a whole.

DEVELOPMENTAL STAGES AND PATTERNS OF BEHAVIOR
The Age of Dependence - Birth to 24 Months*

This is the time of greatest growth in children. They go from being dependent on parents for food, movement and stimulation to being able to control these things themselves. By the end of this age, they can walk and climb alone; tell caregivers what they want; feed themselves and entertain themselves for short periods of time. This is a time of self-centeredness and increasing independence. Children of this age are not selfish, rather they can only see the world from their own viewpoint. The world is what they can do to it. The world is action and making things happen. The skills developed during this time are the foundation for all later development. The skills learned can be divided into three broad categories; interactions, communication and self-help.

INTERACTIONS. Interactions include all the skills children need in order to know how to act with family, friends and other people. Included are skills related to how to use toys and other objects in the environment. If children learn these skills, they can play appropriately alone as well as with others. Children need to use them at home, in school and in a wide variety of other places, e.g., grandma's house, the playground, the grocery store and the baby-sitter's house. The skills that help determine how children are able to interact are fine motor, gross motor, communication, cognitive and social skills.

COMMUNICATIONS. Communication includes all the skills necessary for children to understand the language used by the people around them as well as the skills necessary for children to use language themselves. Included are skills which are needed for talking and also for signing or using a picture communication system. Other skills involved in the area of communication are cognitive, interaction and motor areas of development. Sometimes a child will talk more in some situations than others. For example, many children will use more language at home than they will when they first start in a classroom. Often children will "clam up" around strangers or when requested to show that they know a word or phrase. Because of the difficulty in getting children to use their language skills in new environments, input from parents, baby-sitters, grandparents, etc., as to what the child really can do is very important.

*The material on this and the next two pages was adapted from "Parent Inventory of Child Development in Non School Environments" (1986), developed by the Madison Metropolitan School District Early Childhood Program and the Department of Rehabilitation School District, at the University of Wisconsin-Madison.

SELF-HELP. Self-help includes the skills necessary for children to feed, dress and bathe themselves. They are the skills that decrease a child's dependence on parents and caregivers and decrease the amount of time required for physical caregiving. Professionals sometimes refer to this as the burden of care because of how tiring performing these activities can be for parents. Skills from gross motor, fine motor and cognitive are all involved in performing self-help activities.

AGE OF EXPLORING - 24 TO 36 MONTHS

This age is one of many changes for a child. Children at the beginning (24 months) are very different when compared to the end of this age (36 months). It is a time for practicing skills that a child has learned earlier and to become more "grown-up." They are now learning when and where to use these skills. Children continue to need help from their family, neighbors and environment to learn how to use these new skills to interact and communicate in more complex ways. They may seem like babies at times and more like independent children at other times. For example, they may want help from others to wash their hands or play a game and twenty minutes later they want no help to do these same tasks. Sometimes this makes understanding what a child wants very difficult for caregivers. By the end of this age, however, the child has mastered many more skills and language, so that s/he becomes a talker and explainer as well as a doer. Children accomplish these skills through interaction, communication and self-help experiences.

INTERACTIONS. Interactions include skills needed for a child to know how to act with other children, family and other familiar and unfamiliar adults. Children also learn how to use objects, materials, and toys in their environment. This includes a child knowing what to do when s/he is alone, so that s/he can play by him/herself. Children learn how to begin interactions and how to respond to others once the interactions begin. There will be times when these interactions are quiet activities such as reading a book, playing with trucks and cars, or drawing a picture with crayons. There will be times when these interactions are very active, like running and screaming, climbing on the furniture and jumping off or riding a bike. Children will spend more time in active play at the beginning of this age (24 months) and more time in quiet play at the end of this age (36 months.)

COMMUNICATIONS. The skills in this area include those involved in talking, signing, using a picture communication system, and understanding what is meant when adults and peers talk with the child. The skills in these systems include the cognitive, interaction and motor areas of development. During the 2 to 3 year age range, children may not be learning a lot of new words, but they are putting together the words they know and making longer and more complicated sentences. They are longer and more complicated from the

perspective of what they say, and children understand longer and more complicated sentences said to them. Children of this age are beginning to use their communication system to be as independent as their motor system allows them to be. For example, they will sometimes ask others to get objects for them or to perform specific actions, rather than do them for themselves. This does not always happen, as they sometimes ask for an object while they are getting it for themselves.

SELF-HELP. The skills in this area include feeding, dressing, bathrooming, and bathing. These routines include component skills of gross motor, fine motor, communication, cognition, and interaction. Two to three year old children are learning how to use these skills to finish each routine, but sometimes they want to play during these routines. They want to do them at their own pace and they want to make the choice of when and how to do each routine. Many times they use their skills during these routines to be independent from what others around them want them to do. They want to experiment and try combinations of new skills during these routines, such as drinking their juice by dipping from their glass with a spoon.

DEVELOPMENTAL STAGES AND PATTERNS OF BEHAVIOR*
Pre-School Children Ages 3-5

PHYSICAL DEVELOPMENT

During this period the rate of physical growth begins to slow down. Children begin to play with toys that can be manipulated; for example, they enjoy playing with clay, driving nails and pegs, building towers using small blocks. They can walk on a line and hop on one foot, ride and steer a tricycle.

SOCIAL, EMOTIONAL AND COGNITIVE DEVELOPMENT

In Piagetian terms children in this age range are "preoperational." They always seem to be on the go, exploring and learning about their world. At the same time they are seeking independence, they are also forming strong attachments with caregivers and require a great deal of attention and support from adults. Their attention spans are short and they can be easily diverted.

They learn by observing adults and their peers. While they are self centered, children between the ages of 3 and 5 also need companionship and to be able to play with children the same age. They begin to learn to take turns and share, and they move from parallel play to cooperative play. They are interested in talking to new people and visiting new places. And they begin to expand skills through the increasing use of imaginative play and the use of other methods for satisfying their curiosity.

*Information in this handout has been extracted from several sources all identified in the Bibliography for this unit.

DEVELOPMENTAL STAGES AND PATTERNS OF BEHAVIOR*
Early Elementary Children Ages 5-8

PHYSICAL DEVELOPMENT

The rate of growth continues to be relatively slow, providing children with an opportunity to develop greater coordination in both gross and fine motor areas. They learn to skip, skate, ride two-wheel bikes, walk balance beams, grasp a pencil in an adult manner, move beyond cutting straight lines to cutting out simple shapes and the predominant hand is established.

SOCIAL, EMOTIONAL DEVELOPMENT

Children are learning to get along well with their peers, they are also sensitive to being left out, ridicule and criticism. Developing, following and playing by rules becomes very important. They begin to understand the values of their culture/ environment. And they like to try out the skills they are learning in many settings. Children in this age group identify strongly with their teachers and other adults: encouragement, recognition, praise and adult support are very important. They also need time to adjust to new experiences and situations.

COGNITIVE DEVELOPMENT

In school, children ages 5 to eight are learning basic academic skills - reading, writing and arithmetic. They are interested in learning how and why things move or work. Their attention spans remain short. And they need time to practice what they are learning.

*Material in this handout has been extracted from several sources all identified in the Bibliography contained in this section.

DEVELOPMENTAL STAGES AND PATTERNS OF BEHAVIOR*
Late Childhood/Pre-Adolescence - Ages 8-11

PHYSICAL DEVELOPMENT

This stage of development is sometimes referred to as Pubescence. It is an overlapping period because it includes the closing years of childhood and the beginning years of adolescence. Pubescence is climaxed by puberty when girls begin to menstruate and boys show the presence of live sperm in their urine. It is marked by slow and steady growth. Both girls and boys need opportunities to improve the coordination of their large and small muscles and they require plenty of sleep and well balanced meals.

SOCIAL, EMOTIONAL DEVELOPMENT

Children in this age range are enthusiastic about almost everything. They are imaginative and like to explore. Peer group approval becomes increasingly important. They are interested in organized games and competitive activities. They are frequently socially insecure, and they value secure, supportive relationships with adults.

COGNITIVE DEVELOPMENT

At this stage of their development children enjoy talking and expressing abstract ideas. They like to experiment and solve problems and are eager to acquire new skills. Language usage is influenced by their peers and oriented to shared interests among peers.

*Information in this handout has been extracted from several sources all identified in the Bibliography for this unit.

DEVELOPMENTAL STAGES AND PATTERNS OF BEHAVIOR*
Adolescence

PHYSICAL DEVELOPMENT

"Adolescence" is derived from the Latin verb that means to grow into maturity. It is the period of change in a person's life that signifies transition from childhood to adulthood. It is characterized by rapid growth and marked changes in body proportions. Changes may begin and end any time between 6 and 19. Primary sex characteristics develop and in girls reproductive organs mature. Secondary sex characteristics including marked changes in the voice, development of underarm, facial and pubic hair begins in early adolescence; chest hair does not appear until late adolescence. Breast development begins in girls and menstruation occurs.

Rapid growth and bodily changes are likely to be accompanied by periods of fatigue; acne may develop, and both girls and boys may experience periodic headaches and backaches. In addition, girls may experience cramps, swelling of legs and ankles.

EMOTIONAL AND SOCIAL DEVELOPMENT

There is a definite relationship between physical development and the ways adolescents perceive themselves. It is not uncommon for many adolescents to experience feelings of self-consciousness, shyness and insecurity because of the sexual changes taking place. Adolescent emotions are often intense, uncontrolled and seemingly irrational. Throughout adolescence emotional maturity grows as individuals develop more self control over their emotional responses. During this period the peer group influences young people more than any other factor. They become less dependent on their family and try to achieve independence and autonomy. As the dependence on the home lessens security is found among friends who share the same values and attitudes.

COGNITIVE DEVELOPMENT

Cognitively, adolescents are able to shift from concrete to abstract thinking. They develop the ability to test tentative hypotheses against available evidence. Moral development matures during adolescence and young people begin to define their own moral principles rather than adapting those of their parents without question. Adolescents begin to develop specific skills and talents and start to set goals for themselves.

*Information in this handout has been extracted from several sources all identified in the Bibliography for this unit.

DEVELOPMENTAL STAGES AND PATTERNS OF BEHAVIOR*
Adulthood and Aging

Physical and mental changes occur throughout a person's life. Following adolescence, a period of tremendous change, the adult years seem to be relatively calm. Aging is a slow process that is often difficult to recognize until certain milestones occur. There is wide variation in the attainment of these milestones. "Old age" has many definitions. Our mores reflect this, as evidenced by the "senior citizens' discounts" available at varying ages. However, retirement usually occurs between ages 62 and 65, the time when Social Security benefits are available.

ASPECTS OF AGING

Some may be considered positive and include:

- decreased family responsibilities
- more free time to pursue hobbies
- freedom from jobs that may have been anxiety producing

Some may be considered challenging and include:

- loss of loved ones or same-aged friends
- medical difficulties
- sensory loss

Each of us know people who are elderly. We also have a lot of ideas about what it means to be "old," many of which are negative. Aging does not have to be sad or bad. The perceptions of others often define it and older adults respond to these social cues. Not all things about the later years of life are disheartening. For many older Americans, it is the first time in their lives that the responsibilities placed upon them by society and family diminish, and they can look forward to enjoying life for themselves. This, of course, may not be true for everyone. There are people who retire "well," and those who don't make it after the first couple of months. A healthy, rewarding retirement is related to the individual's expectations and values as well as to the people and the environment surrounding the person.

This transition from a working, responsible individual to a person whose life is unstructured affects each person differently. If the person has hobbies, friends, plans, and considers him/herself financially stable, the transition may be smooth. In other cases, the transition may be more difficult.

*Information in this handout has been extracted from several sources all identified in the Bibliography for this unit.

OBSERVATION ACTIVITY

Identify 2 children who are the same age (between birth and 5 years of age) observe them prior to the next class. Write below your observations of their physical, social and language skills. Be prepared to share the results of your efforts with the class during the next session.

Person #1
First Name_____
Age_____

Physical Skills:

Person #2
First Name_____
Age_____

Physical Skills:

Social Skills:

Social Skills:

Language Skills:

Language Skills:

EXERCISE #2

THE OWL OF MINERVA

There is a famous quotation that says, "The Owl of Minerva flies only at dusk." In ancient times, Minerva was known as the goddess of wisdom and her owl was the symbol of wisdom.

What do you think the quotation means? Is it true? What does it say about younger people? About aging?

Discuss the quotation in your group. Use this page to record notes on your discussion.

UNIT II - FACTORS THAT MAY IMPEDE TYPICAL HUMAN DEVELOPMENT

INSTRUCTIONAL OBJECTIVES

The paraeducator will be able to:

1) Discuss various disabilities and their impact on education needs of children and youth.

2) Experience (through simulations) and discuss the effects of several categories of disabilities on the learner.

3) Practice and use basic signing skills.

4) Recognize and use adaptive equipment and devices.

5) Gain an understanding of how to cope with the death or serious illness of a child or youth.

TRAINING TIME

Two or more hours are required to teach this unit depending on the number of activities you select.

MATERIALS AND EQUIPMENT REQUIRED

- Copies of all handouts.
- A chalkboard or easel and flip chart.
- The various equipment, materials, and handouts required to carry out the simulations that are part of this unit.
- The definitions of disabilities used by your state education agency or school district.
- Examples of adaptive equipment available to assist children and youth to communicate and achieve independence.

BEFORE THE TRAINING SESSION

- Review the Background Materials and Information Handouts on disabilities and compare the information with the definitions used by your state/district. Prepare a series of lectures incorporating information from your district stressing the following: 1) the major causes of disabilities, 2) the major categories of disabilities, and 3) an introduction to the simulations.

• Make copies of the handouts, and obtain the other equipment you will need for the simulations - blindfolds, ear plugs, a cassette recorder, mirrors, canes, crutches and wheelchairs.

• (Optional) Invite a pediatrician, nurse or family counselor from a local hospital to help prepare participants to cope with the death or serious illness of a child or youth.

• Invite an Interpretor or person with expertise in signing to the class to teach the participants a few emergency or basic signs.

• Assemble examples of adaptive equipment and devices to demonstrate during the session.

• Ask an occupational or physical therapist to share information about adaptive equipment and devices available to help children and youth with disabilities become independent, to live and work in the community and to communicate.

DURING THE TRAINING SESSION

¶ Describe the purpose of the simulation activities. Encourage trainees to try as many simulations as they can in the allotted time. Ask them to keep track of their feelings and reactions during the simulations. Various activities are described below or you may use others that you are familiar with.

¶ Reconvene the group. Ask the participants to share the feelings they experienced and insights they gained during the simulation activities and to describe challenges they encountered during the simulations.

¶ Begin the discussion of genetic, environmental and other factors that may cause disabilities. Answer all questions and concerns.

¶ Talk with the class about various disabilities. Discuss problems/challenges for the child or youth and the family when typical development does not take place, or when a child has a terminal illness.

¶ Introduce the resource people you may have invited to the class.

¶ Allow plenty of time for participants to practice using adaptive equipment or signing and to discuss issues.

THE SIMULATIONS. Although we can never completely duplicate what it is like to have a disability, through simulations we can provide some understanding of what it might be like. The activities on the following pages are designed to allow the trainees to experience some of the difficulties created by various disabilities and to examine their reactions and emotions as a result of participating in these activities.

LEARNING DISABILITIES

Goal: To enable participants to develop an awareness of reading and visual motor disabilities.

Activity #1. Reading Exercise. Distribute Handout #1. When the group has completed this exercise, ask for a volunteer to read the translation. (The answer to this exercise is on Handout 1A.)

Activity #2. Tracing Exercise. Provide the participants with Handout #2 and stand-up cosmetic mirrors. Ask them to place the mirror on the line on the exercise, look into the mirror, and using their non-dominant hand draw a line inside the double lines.

Activity #3. Spelling Test. Ask the participants to use their non-dominant hand when they take the spelling test. Start to read the words that follow whenever you are ready, even though the participants are not settled down, and ready to begin. Read them rapidly repeating each word twice. Do not stop or slow down - even though you are asked to. Harassed, Begger, Embarrassed, Peddler or Pedler, Gauging, Symmetry, Vocabulary, Simulations, Development, Participate, and Dominant.

DEAFNESS AND HEARING LOSS

Goal: To acquaint participants with what it is like to have a hearing loss.
Materials: Cassette recorder and ear plugs.

Activity #4. Ask the participants to work in pairs and to carry on a conversation about any subject they choose. (One person should wear the ear plugs.)

Activity #5. Use the cassette recorder to record the following words: wish, three, pill, station, snow, watched, splinters, tick, mice and jump. The first time you record the words: 1) speak into a can or container and muffle your voice with a cloth around the container and 2) re-record the words on a lower volume, muffled through the cloth. The third time, repeat the words with normal volume and without any distortion. Have participants number a paper to l0 in three columns to be used during each segment of the test. The test can be administered to the entire class or individuals can take the test while others are taking part in the other activities.

BLINDNESS AND LOW VISION

Goal: To enable participants to develop an awareness of what it is like to have different degrees of low vision.
Materials: Blindfolds and/or sleep masks and old glasses smeared thickly with vaseline to simulate different vision impairments.

Activity #6. 1) Place several easily identifiable objects into a bag, ask the participants to put on a blindfold and to identify them by touch; 2) have the participants try to read small print, and 3) navigate through the halls with a buddy.

PHYSICAL DISABILITIES

Goal: To help participants understand the difficulty of performing tasks without the use of their fingers and hands and to help them understand the impact of restricted mobility. Materials: Adhesive tape (and other items listed in Activity 7 below), wheelchairs and crutches.

Activity #7. Have participants tape both thumbs to the palm of their hands. Give them tasks to perform such as writing their names, picking up small objects (pennies or paper clips) buttoning a shirt or blouse, using forks, spoons and knives, drinking from a glass.

Activity #8. Have the participants practice using the wheelchair and/or crutches before leaving the room. Encourage them to move about the building,-use a water fountain, a pay phone, the restroom, and if practical, to go out of the building to shops.

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UNIT 2 - FACTORS THAT MAY IMPEDE HUMAN DEVELOPMENT

The previous unit in this module dealt with the stages of human growth that are typical for most people. This unit focuses on causes and categories of disabilities. Since no two states use the same definitions for various types and levels of disabilities, this background information is very general. It should be used to supplement the definitions and regulations connected with service delivery in your state and community, and to develop an outline for the training session.

CAUSES OF DISABILITIES. There are several factors that may lead to a child having developmental and other disabilities. They may be genetic or they may be environmental, and they may occur during the prenatal, natal or postnatal periods.

GENETIC FACTORS. Physical and other characteristics for all people are shaped by our genes. They determine whether we are tall or short, bald or have brown or red hair, the color or our eyes and more. Sometimes disabilities and other conditions are inherited as a result of the genes that exist in our parents. Many times a child's parents do not have the disability; they carry the genes from earlier generations. Genetic causes may cause mild or severe disabilities that may or may not be life threatening. Examples of genetically caused disorders are Down Syndrome, Hemophilia, P.K.U., Rhetts Syndrome, Sickle Cell Anemia and more.

ENVIRONMENTAL FACTORS. Sometimes circumstances in a child's environment may cause the child to have a disability. Toxins in the air, water pollution, lead poisoning are other factors that may have an impact on a child's environment and lead to a disability. For example, a child's family may have economical or other disadvantages that make it difficult to provide experiences that stimulate or encourage learning.

PRENATAL. This term means before birth. Many disabilities are the result of something happening to the fetus while it is still in the mother's womb. If the mother has poor nutrition, has hepatitis or measles, uses drugs, alcohol, or smokes, her child may be born with a disability. Other factors that have been linked to these conditions are: medicine taken during pregnancy and food additives.

NATAL. This term means at the time of birth. Some disabilities result from conditions present at the time of birth. Being born prematurely, having a loss of oxygen, long labor, excessive hemorrhaging or loss of blood for the mother, early separation of the placenta (the part of the tissue that is attached to the womb) and direct injury to the head if instruments are used are some events during the birth process that may cause disabilities.

POSTNATAL. This term means after birth. In some cases children or youth become disabled after birth. Injury to the central nervous system may happen in many ways including severe blows to the head as a result of an accident or child abuse, the inability to breathe, poisoning, tumors, and infectious diseases such as meningitis or encephalitis.

CATEGORIES OF DISABILITIES

MENTAL RETARDATION. Children or adolescents with mental retardation tend to learn more slowly than their peers in the areas of social interactions, cognitive growth and motor development. They may also have difficulties learning things other people take for granted, like knowing their age, their address, dressing themselves, and carrying out other activities of daily living.

Gold (1980)* developed a definition of mental retardation that avoided reliance on IQ. His approach was much more comprehensive and stressed the strengths rather than the weaknesses of individuals. He suggested that the level of mental retardation is defined by the amount of power necessary for the teacher to use to teach that person. In other words, Gold's definition indicates that the teacher is as important as the learner. If the teacher does not have the skills to assist a person in learning, then that individual is usually considered to be mentally retarded.

Gold's definition is important because all the tools and strategies for teaching people labeled as mentally retarded have not yet been developed. As new and improved techniques and adaptive devices are developed for teaching children or adolescents who have been perceived as difficult to teach, teaching may seem to be easier and produce unexpected results.

Twenty years ago for example, many persons with retardation were thought to be unteachable or capable of learning only minimal self-help skills. Today, the same persons are performing academic skills to a greater or lesser degree and are participating in community activities. This is due primarily to the fact that the teaching stragegies and tools available to professionals and paraeducators who work with people with mental retardation have become more sophisticated and effective.

Marc Gold, "Did I Say That: Articles and Commentary on the Try Another Way System". Champaign, IL: Research Press, 1980

PHYSICAL AND SENSORY DISABILITIES. A few of the more common physical and sensory disabilities include: 1) Cerebral palsy, a disability present at or before birth that impairs the motor system. The impact on a child's ability to be independent can be minimal or it may be so severe that the person may have little muscular control and may need assistance with eating and dressing and to use a wheelchair or other adaptive equipment. 2) Epilepsy, a condition where the person has involuntary lapses of consciousness which may last for a few seconds or may result in a major convulsion with motor movements. 3) Spinal cord injuries resulting in paralysis of one or more limbs and the trunk of the body. These injuries may occur at birth as in the case of spina bifida or as the results of an accident.

There are other disabilities that may tend to restrict physical activity such as skeletal deformities or amputations, rheumatoid arthritis, muscular dystrophy, and heart disease.

Some children and youth with physical and sensory/motor disabilities may also have mental retardation, learning disabilities, speech limitations or vision and hearing loss. Most do not. The biggest educational challenge for them, their parents and the education workforce is developing methods and adaptive equipment that will enable them to actively explore their environment and participate in activities in and out of school.

LEARNING DISABILITIES. Students with learning disabilities may have many labels: neurological impairment, minimal brain dysfunction, brain damage, dyslexia, attention deficit disorder. A person who has a learning disability may have: difficulty in visual perception but not be blind (may not see a circle as perfectly round), or is unable to see specific parts of a figure or word; difficulty in auditory perception (hearing things as others hear them) but not be deaf, difficulty in motor movements (walking, moving arms and fingers) but not be physically handicapped, and difficulty with cognitive learning (classifying things, ordering things and ideas) but not be retarded. Students with learning disabilities may have average or above average intelligence. They may display a wide range of behaviors that may include difficulty in monitoring and maintaining control of their behavior - hyperactivity, distractibility, impulsiveness, and perseveration.

SEVERE EMOTIONAL DISABILITIES. Children and youth with challenging behaviors demonstrate a wide range of ways of dealing with the world, including "withdrawing" from it and "acting out" upon it. Many develop methods for coping with everyday living that are self-defeating and non-productive. The primary difference between children and youth with severe emotional disturbance and their peers is in the degree to which they are able to monitor, control or change their patterns of behavior.

Students who are withdrawn may find security by building walls around themselves. They may have had experiences early in life that cause them to believe that it is not safe to express their real feelings to other people.

Children or adolescents who act out may appear to have more control over their behavior than they actually do. As a result, others interpret their actions as being deliberately vengeful, or deliberately provocative; that is doing something just to get even or setting up a situation that will lead to conflict. Most people look upon these behaviors as "disturbing." People who act out their emotions, unlike those who are withdrawn, defend themselves by acting out their feelings with impulsive, and often explosive immediate reactions. They may find it difficult to deal with frustration - or to postpone immediate gratification of needs - "I want it, and I want it now."

The term severe emotional disability is most often used to describe the behaviors of children and youth who have been diagnosed as having schizophrenia, autism, or other forms of emotional disabilities that interfere with their ability to learn, to interact and maintain friendships with their peers.

SPEECH AND LANGUAGE LIMITATIONS. People who are diagnosed as having speech or language limitations demonstrate a variety of symptoms which represent many causes that may be physiological or environmental. Speech and language skills are automatically acquired by most children. When the ability to communicate is impaired, there is a need to teach a child these skills. Language may be delayed. Other problems may stem from "mis-articulations," where sounds are substituted for others, left out or distorted, the child may stutter or lisp. Language disabilities may also include difficulty in communication because of a lack of vocabulary or improper grammatical structures.

BLINDNESS AND LOW VISION. Students who have a visual disability usually have some degree of useful sight. Only a small percentage are blind. Even many legally blind students (20/200 or worse) have useful vision. Most school districts categorize students who must read and write in braille as blind. While students who are partially sighted or have low vision are those with enough useful sight to enable them to read either standard or enlarged print. More severe degrees of visual disabilities may result in problems with physical mobility or motor development. Students with various degrees of visual disabilities are able to take care of themselves and live and work independently.

DEAFNESS AND HEARING LOSS. There are two dimensions to the sense of hearing. They are: the intensity or loudness of sound (decibels) and the clarity with which sound is received (frequencies). Students with hearing loss may have problems with the loudness of sound or the distortation/ clarity of sound or a combination of both.

Language development and communication are the biggest challenges confronting students with hearing impairments. Depending on the degree and type of hearing loss, there are a variety of techniques currently available to assist the students to develop skills in these sound amplication areas. They are: auditory training (listening skills), speech reading (lip reading), finger spelling and sign language, and written and visual presentations. Using a combination of all methods is referred to as "total communication."

MEDICAL AND HEALTH RELATED PROBLEMS. As early intervention/childhood programs and school districts implement programs for all children and youth with disabilities without regard to the nature or severity of the disabilities, they are increasingly providing services to children who are at-risk because they are medically fragile. Many of these students require specialized health care while they attend classes that are addressed more fully in the unit on Emergency, Safety, and Health Procedures.

The level of academic achievement and participation in school and community events can be affected because a student has limited strength, vitality, or alertness caused by a chronic or acute health problem (heart conditions, tuberculosis, rheumatic fever, nephritis, asthma, AIDS, hemophilia, sickle cell anemia, leukemia, diabetes, and arthritis).

Children with illnesses that are diagnosed as being terminal present special challenges for education personnel. The death of a child they have known and worked with is difficult under any circumstance. It is particularly difficult for teachers and paraeducators who must cope with their own feelings and help other students to under stand and accept the death of a classmate.

This is a story to help you understand what it might be like to have a reading learning disability.

The Friembly Bog*

Once ubom a tmie there was a friembl dobl. His name was jake. Jake belombeb to Bavig and Bhte. Davib and Beth aar tins. They ar nime yeras dol.

On e tome Jak went down to the cellra. H was a ducket of soab. The tins wer doing to wash the car. He liked some soap buddles out fo the ducket. When he darked, dig dubbles ca me out of hi s muth!

Last sum mre Jak founb a frenb. His frien sqw a tac named Freb. They blayde all bay. They nar aroumb and aruombb tye yarb. Jake chased the tac ub te tre. Freb climbed up easily. Jake trieb t and trieb dut ehe slib back bown!

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*Source unknown.

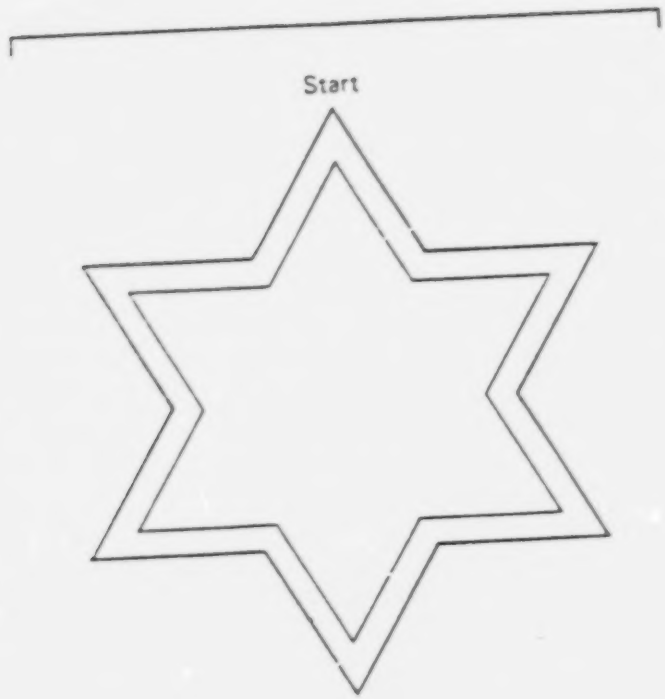
ANSWER SHEET

The Friendly Dog

Once upon a time there was a friendly dog. His name was Jake. Jake belonged to David and Beth. David and Beth are twins. They are nine years old.

One time Jake went down to the cellar. He saw a bucket of soap. The twins were going to wash the car. He licked some soap bubbles out of the bucket. When he barked, big bubbles came out of his mouth.

Last summer Jake found a friend. His friend was a cat named Fred. They played all day. They ran around the yard. Jake chased the cat up the tree. Fred climbed up easily. Jake tried and tried but he slid back down.



*Source: Newstrom, J. W. and Scannel, E.E. (1980). "Games Trainers Play: Experiential Learning Exercises" New York. McGraw Hill.

THE INSTRUCTIONAL PROCESS

OVERVIEW

The aim of instruction is to present learners at every age with information that will be useful to them in a setting which will enhance the instructional process and enable them to learn most easily. When one is working with students with disabilities, it is especially important to ensure that teaching strategies include techniques and resources that are appropriate for the individual's age and developmental stage.

Students with disabilities may present a number of challenges to the instructional team. For example, students with mental retardation may have reached one chronological age while their developmental skills reflect those of children and youths of another age. The person's social and physical skills may be like those of students at yet another chronological age. The instructional team will usually be familiar with these individual differences and will seek to develop teaching strategies and techniques to fit the person's needs.

The content in the first five units describes instructional procedures used by all paraeducators no matter where they are employed. They include: assessment, gathering and maintaining accurate data about student performance, setting goals and objectives, behavioral interventions, and task analysis.

Unit six contains strategies connected with preparing paraeducators to instruct students in community learning environments and work sites, and methods for evaluating the effectiveness of the methods and process. The instructional objectives for unit six are contained at the beginning of the unit rather than being included with the objectives for the first five units.

INSTRUCTIONAL OBJECTIVES (Units 1-5)

The paraeducators will be able to:

1) Describe the importance and use of the Individual Educational and Individual Transitional Plans (IEP/ITP) including the roles of teachers and paraeducators in its implementation.

2) Describe the importance of on-going assessment of a student's progress toward educational goals and roles of paraeducators in gathering assessment data.

3) Describe the importance of keeping accurate, relevant, on-going data on the activities and progress of a student and the roles of paraeducators in observing and recording this information.

4) Describe the importance of developing appropriate goals and objectives for each student in the educational setting and the roles of paraeducators in their development.

5) Describe the importance of using appropriate instructional interventions when working with students and their families in an instructional process. These will include:

a) Characteristics and patterns of behavior common to all people;

b) Techniques of appropriate reinforcement to encourage a student to learn accurately and effectively;

c) Techniques of modeling appropriate behavior;

d) Techniques of shaping appropriate behavior;

e) Techniques of extinction for eliminating behavior that may be counter-productive to the educational goals and objectives; and

f) Techniques of task analysis to break down learning activities into sequenced, small steps so that the individual can learn more easily.

TIME REQUIRED TO PRESENT MATERIAL

Unit I - The Importance of the Individual Educational and/or Transitional Plan (IEP/ITP) and - 1 hour, 15 minutes

Unit II - The Importance of On-Going Assessment - 1 hour, 30 minutes

Unit III- The Importance of Observing and Keeping Good Data - 1 hour, 45 minutes

Unit IV - The Importance of Developing Appropriate Goals and Objectives - 2 hours, 45 minutes

Unit V - The Importance of Using Appropriate Instructional Interventions When Working with Youth - 4 hours

Unit VI - Instructional Methods for Facilitating Transition from School to the Adult World - the time required to teach this unit will range from 4 to 10 hours depending on the activities selected.

RESOURCES AND REFERENCES

"A Training Program for Paraprofessionals Working in Special Education and Related Services" (2nd edition, 1990). New York. National Resource Center for Paraprofessionals, City University of New York.

Haley, P., Steury, C. & Westlin, G. (1990). "Expanding Traditional Roles in Vocational Work Experience Programs: A Course of Preparation for Paraeducators." Portland. CDRC Publications, Oregon Health Services University.

Simon, S. "Teaching Requires More Than Love and Patience" (1993). This series of video tapes is designed to train paraprofessionals employed in schools and community agencies. The topics addressed include: Alternatives to Punishment, Observation Skills, Promoting Positive Behavior, Task Analysis, Using Behavior Modification, and Using Motivation Strategies. They are available from Kirkwood Productions, Room 103A Kirkwood Community College, P.O. Box 2068, Cedar Rapids, Iowa 52406.

Wood, J. (Undated). "Independence With Support." Jonesboro, Arkansas, Focus, Inc.

UNIT 1 - THE IMPORTANCE AND USE OF THE IEP/ITP

EQUIPMENT AND MATERIAL REQUIRED:

- A flipchart and easel or chalkboard.
- An overhead projector and screen.
- Copies of the information handouts for trainees.
  In this Unit the Information Handouts are the same as the Background Material.
- A transparency of the IEP/ITP Components - of if you prefer write the items on the flipchart or chalkboard.
- Copies of the procedures and instruments used in your district for developing IEPs/ITPs.

BEFORE THE TRAINING SESSION

• Review the Background Material and the material from the district regarding the preparation of the IEP/ITP and develop a brief lecture about the IEP procedures used in your district.

• Make a transparency of the IEP/ITP Components, or if you prefer write the items on the chalkboard or flipchart.

• Make copies for each trainee of, 1) The Background Information for this unit and 2) Your school district's IEP/ITP forms.

DURING THE TRAINING SESSION

¶ Begin the session by discussing the Background Information for this unit. Discuss the purpose of individual educational and transitional plans for the class. This discussion should be fairly short but it will profit from your personal experiences with IEP/ITP planning and any anecdotal material that you feel is appropriate to share with the class. Encourage class discussion by asking: 1) Why family members should be included in planning meetings? 2) Why the individual with disabilities should sit in on the planning meeting? 3) Are there other people who should be involved? Why?

¶ Distribute copies of your school district's/agency's IFSP/IEP forms to each trainee. Use the transparency as a guide and go through the components with the class. Ask them to determine if each is included in your district forms.

¶ Discuss your district's/agency's policy regarding the role of paraeducators in the IFSP/IEP process, including attendance at the meetings.

INDIVIDUAL EDUCATION AND TRANSITION PLANS (IEP/ITP)

INTRODUCTION. Twenty years ago, Congress passed Public Law 94-142, a law which made sweeping changes in special education in the public schools. The law mandated that a free, appropriate public school education, in the least restrictive environment, should be made available to all students. Among other major challenges to the schools was the mandate that each student in special education should have an individual educational plan. The law requires that the plan be written and be developed in a meeting which includes the teaching personnel of the school and the parents. When appropriate, it should also include the student with disabilities. The law further protects the rights of parents to share in all the decisions made about their family member with disabilities and it mandates that there must be a due process procedure that will enable the student or the family to protest if either does not agree with the plan which is developed.

In addition to IEPs, school districts are required to develop individual transition plans (ITPs) for students by the time they reach 16. While the ITP is similar to every respect to the IEP, its primary goal centers on preparing a plan that will enable adolescents to move from school to the adult world.

PURPOSE OF THE IEPs AND ITPs. The intent of the individual education and transition plans is to ensure that young people with disabilities are able to take part in educational programs that will assist and support them as they learn to live, work, play and make friends in the community. An essential part of this plan must be to assist the student to participate in community settings which the individual selects. Therefore, planned activities should take place in the same settings used by other teenagers of the same chronological age. This means that educational activities should occur in the so-called "least restrictive environment," i.e., the regular classroom in which children or youth of the same age are receiving instruction. At the same time, the student with disabilities may need special assistance and modified activities. The individualized plans must reflect both integration and appropriate support so that young people may have the greatest opportunity possible to learn the skills necessary to live, work, play and make friends in the community at large.

IEPs and ITPs ARE: Written plans which spell out, 1) the strengths of students and their supporting environment, 2) areas in which the individual may need special assistance, 3) the major educational and other goals in students lives, 4) the objectives which will help students to reach the goals, 5) the individuals in the school/community or in the family who are responsible for assisting the student to successfully complete the objectives, 6) special

services that must be provided for the student, 7) ways in which the student will take part in the general school program, 8) the date when activities will begin and a time date by which they should be completed and 9) how, by whom and when the plans will be evaluated.

IEP AND ITP TEAM MEMBERS: As mentioned above, primary team members are the teaching personnel involved with the student and family members important in the life of the student with disabilities. For example, in some families, important members may be the parents, in other families, brothers and/or sisters, grandparents or other relatives or significant others in the person's life may be the individuals who should attend the meeting. When appropriate, the individual with disabilities should also be part of the meeting. In addition, other specialists who play a role in the student's life should also attend. These may include physical, occupational and speech therapists, vocational and/or transitional staff, recreational personnel, the school nurse, the individual's physician, makers or designers of assistive technologic devices and other people who are assisting or supporting the person.

As the team begins to develop the ITP, the number of participants will expand and will include representatives from human services systems with responsibility for implementing the young persons plan whey they leave school. Developing sound ITPs that will insure inclusion cannot be done overnight, and in many cases the planning process may begin when a student enters middle school.

Family members and other personnel must work together to establish a time that is acceptable to meet and to determine a meeting place that will accommodate the size of the meeting and that will be easily accessible to all. In some cases, IEP/ITP meetings have been carried out by telephone conference calls, although this solution should only be used as a last resort. If the primary language of the family is not English and they communicate more easily in a second language, the school district is required to have an interpreter present. This would include an interpreter for family members or school personnel who are deaf.

TRANSPARENCY #1

COMPONENTS OF IEPS AND ITPS

- ✓ PERTINENT PERSONAL INFORMATION ABOUT THE STUDENT INCLUDING, NAME, ADDRESS, NAMES OF PARENTS OR LEGAL GUARDIANS, BIRTHDATE, AND PRIMARY LANGUAGE.
- ✓ STANDARDIZED TEST RESULTS AND DATE(S) OF TESTING.
- ✓ A CONCISE, BEHAVIORALLY DESCRIBED STATEMENT OF THE PRESENT LEVEL OF THE STUDENT'S EDUCATIONAL STATUS.
- ✓ A LIST OF THE STUDENT'S STRENGTHS.
- ✓ LONG-TERM AND ANNUAL GOALS INCLUDING PROJECTED DATES OF ACHIEVEMENT.
- ✓ THE SHORT-TERM OBJECTIVES FOR EACH LONG-TERM GOAL AND PROJECTED ACHIEVEMENT DATE.
- ✓ SPECIAL INSTRUCTIONAL RESOURCES AND MATERIALS WHICH ARE REQUIRED TO ACHIEVE EACH GOAL AND OBJECTIVE.
- ✓ ADAPTIVE AND OTHER ASSISTIVE EQUIPMENT REQUIRED TO ACHIEVE THE GOALS.
- ✓ SUPPORT SERVICES AND SPECIALIZED ASSISTANCE THAT WILL ENABLE THE INDIVIDUAL TO ACHIEVE GOALS AND OBJECTIVES.
- ✓ A LIST OF ANY SUPPORT THAT IS NECESSARY TO ENSURE THAT ALL OF THE INDIVIDUAL'S SCHOOL PROGRAM WILL TAKE PLACE IN FULLY INTEGRATED SETTINGS.
- ✓ HOW, WHEN AND BY WHOM THE INDIVIDUAL PLAN WILL BE EVALUATED.
- ✓ EVIDENCE OF PARENTAL PARTICIPATION AND APPROVAL OF THE IEP/ITP.

UNIT II - ON-GOING ASSESSMENT

EQUIPMENT AND MATERIAL REQUIRED

- Flipchart and easel, or chalkboard
- Copies of the Background Materials, Handouts and the Exercise

BEFORE THE TRAINING SESSION

• Review material and resources that you may have available on assessment. Prepare two brief lectures. The first should address different formal and informal assessment techniques used in the district or agency. It should also stress the important contributions paraeducators make in functional assessment. The second should describe the need to identify how best individual children learn.

• Reproduce the copies of the Background Material and the Exercise for every trainee.

DURING THE TRAINING SESSION

¶ Open the session by giving the brief lecture on formal and informal assessment techniques. The discussion should be fairly short but it will profit from your personal experiences with assessment and anecdotal material that is relevant. Encourage class discussion by asking trainees to give ways in which standardized test results can be helpful. Be sure to describe ways standardized tests can be unfair to children. As they respond, list their answers on a chalkboard or flipchart. After the list has been compiled, comment on the responses. Then, ask participants to list ways in which behavioral checklists can be helpful. Again, respond to the list, commenting if you feel some of the responses are not valid.

¶ Review functional assessment and describe the ways paraeducators assist in the process. Ask the participants for specific ways they assist the teacher in this process.

¶ Distribute Exercise #1. " What is your Learning Style?" Ask the participants to complete it. Then lead a discussion of: what their answers mean to them about how they prefer to learn; and why it is important to identify the learning style(s) of children and youth in order to design effective individualized instructional interventions. The items in Column I are indicative of a visual learning style/preference; Column II identifies an oral learning style/preference; and Column III identifies a preference for learning by doing (known as a Kinesthetic style.)

ON-GOING ASSESSMENT

INTRODUCTION. Assessment is the process of collecting and interpreting information relating to a child with disabilities for the purpose of determining the person's present skills to form a base on which new learning experiences can be planned. Usually, before a child is assigned to a particular program or classroom, a thorough assessment has been carried out. This will have included a comprehensive look at the child's physical, cognitive, social, emotional and language development and a determination of his/her strengths in each area. Traditionally, teachers and other professional staff have been responsible for conducting some of the assessment activities. Often, paraeducators are asked to help identify the individual's functional capabilities in each area, by observing and recording information.

When it is done well, assessment is carried out in relationship to the goals of a particular student. For example, if the goal is for the child to communicate basic needs to an adult, the assessment would include examples of words and gestures that have successfully indicated a particular desire of the individual. In other words, you are looking for the strengths of the child in that area. Once we know that an individual does have a particular skill mastered, we can determine whether the skill is used successfully, at school, at home or work. In other words, does the child transfer it to other settings. If an assessment is not carried out, the planning team does not have any idea of where to start when they are considering the person's upcoming school year.

METHODS OF ASSESSMENT. Assessment can be done in a variety of ways. There are two that rely on special assessment instruments, standardized testing and the use of behavioral checklists. Each of these is discussed below. In addition, however, observations of the ways in which children functionally use specific skills to manage their environment are an important part of the assessment process.

STANDARDIZED TESTING. Standardized tests are, 1) always given in the same way, using the same instructions, and the same material, 2) scored using the same method every time, one which is based on the scoring of tests administered to a broad range of people, and for which an "average" score or a "norm" has been established.

Standardized tests compare how well an individual child performs a given task in comparison to the way in which many other children of the same age have performed the same task. In order for standardized tests to be useful and fair, the group of people to whom the individual is being compared must reflect the cultural and ethnic background of the child or youth being evaluated.

The most common standardized test given is the I.Q. test. Its major advantage is that it gives the examiner (who must be licensed) an opportunity to observe the child for an hour or more in a relatively standardized setting. Experienced examiners are able to provide important input to the planning team because they are trained and able to relate the individual performance to those of many other people. The write-up from a standardized test will usually spell out the strengths of the student in cognitive, social, emotional, motor and language areas and will reveal the areas in which the person needs more assistance.

Standardized tests have long been the subjects of intense discussion among educators and other professionals in the field. They can be useful when administered by an experienced examiner in assisting in the determination of appropriate educational and other goals. At other times, they may not reflect accurately the individual skills of the child being evaluated because the standardization group did not reflect the child's cultural heritage or environmental background and the items are, therefore, inappropriate. A classic example of this flaw is an old item in a well-known standardized test. It showed a picture of a teenaged boy delivering a piece of paper to a man standing in the door of a house. The question was, "What is this boy doing?" The intended, "correct" answer was, "Delivering a telegram." When this item was administered to children who lived in rural areas or to people who lived in poor urban areas, they usually did not have any idea of the correct answer. The item was taken out of the test because it was inappropriate for so many children, but not before it had been used for some time.

BEHAVIORAL CHECKLISTS. Behavioral checklists categorize and list specific behaviors, usually in specific developmental areas such as fine motor, cognitive, language, gross motor, etc. Usually, specific behaviors are listed in the sequence in which they occur in a "typical" developmental pattern. The person using the checklist simply checks off whether or not the child or youth is able to perform that specific of behavior. The checklists can be helpful in formally evaluating specific skills in the classroom or other areas. They can also be used informally to indicate strengths and possible areas where assistance is needed.

FUNCTIONAL ASSESSMENT. While both standardized tests and behavioral checklists probably will remain as an integral part of the assessment data that is gathered for each child or youth with disabilities, the most important assessments are usually done informally and relate to the <u>functional</u> skills of the individual. Most of us would have a difficult time if it were necessary for us to meet the criterion of a specific test battery in order to get on with our lives. For example, what if scuba diving, glider flying, bowling with an average score of 200 and mountain climbing were set as the criteria for any of us to go to our next life goal? This is a silly question, of course, but it has some relevance when one thinks of all the assessments that may be carried out on children and youth with disabilities.

Assessment should be carried out that is directly useful in planning for the student. That means it should relate directly to the life and educational goals of that individual person. When we know what an individual wants to do, then it is possible to look at the steps leading up to that goal, and to determine whether or not each has been accomplished. One other form of informal assessment is useful to the educational team. People learn in all different kinds of ways. Some learn most easily when they read words. Others learn better when they are given information verbally. Still others learn best when they can do the task. Information that is gathered on the learning style of the students for whom you are planning will be very useful in all educational planning.

WHAT IS YOUR LEARNING STYLE*

I.	II.	III.
___ I like to keep written records	___ I prefer to hear instructions	___ I like to build things
___ I make lists of things to do	___ I review for a test by reading notes aloud or by talking with others	___ I like to take things apart and put them back together to see what makes them work
___ I typically read billboards while driving	___ I talk aloud when working a math problem	___ I can distinguish items by touch when blindfolded
___ I follow written recipes	___ I prefer listening to a cassette over reading the same material	___ I learned the touch system rapidly in typing
___ I review for a test by writing a summary	___ I commit a Zip Code to memory by saying it	___ Gestures are a very important part of my communication style
___ I can put a bicycle together using only the written directions provided	___ I call on the telephone to compliment a friend instead of writing a note	___ I move with music
___ I commit a Zip Code to memory by writing it	___ I plan the upcoming week by talking it through with someone	___ I doodle and draw whenever paper is available
___ I use visual images to remember names	___ I like to stop at a service station for oral directions in a strange city	___ I am an "out-of-doors" person
___ I am a "bookworm"	___ I prefer talking-listening games	___ I like to express myself through dancing
___ I write a note to compliment a friend	___ I keep up on news through the radio	___ I spend a large amount of time on crafts/handwork
___ I keep up on the news through the paper	___ I use "free" time for talking with others	___ I like to feel the texture of furniture/clothes
___ I prefer written directions		___ I prefer active sports to games where one sits
___ I prefer to get a map and find my own way in a strange city		___ I like to use my "free" time for physical activities
___ I prefer reading-writing games like "Scrabble"		
___ I do crossword puzzles and play "Wheel of Fortune"		

*Adapted from "Checklist for Discovering Learning Channels" by Dr. Paul Welter, Original Source unknown.

UNIT III - OBSERVING AND KEEPING GOOD DATA

EQUIPMENT AND MATERIAL REQUIRED

- An overhead projector and screen
- A flipchart and easel, or chalkboard
- Copies of the Background Materials/Information Handouts and the Exercises.

BEFORE THE TRAINING SESSION

- Copy the Transparencies or write the information on the flipchart/chalkboard.

- Review the Background Material and other resources that you may have on observation and data collection. Prepare a brief lecture stressing the role of paraeducators in observing and maintaining effective data.

- Reproduce the Background/Information Handouts and the four Exercises for the trainees.

- Write several words or phrases on the Chart or Chalkboard that demonstrate whether a behavior is observable or measurable. Examples you select include: cooperates, pleasure, frustration, counts to ten, holds a pencil, likes to sing, writes a check and follows directions.

- In addition, as you prepare for the class session, it will be helpful to write out some good examples (and perhaps some bad ones) of observational data that you have seen in your teaching experience. Print them on the flipchart or blackboard to illustrate the material as you present it during the discussion.

DURING THE TRAINING SESSION

¶ Begin the class session by distributing the Background Information. Discuss the information with the class. Invite them to follow along and take notes on the handout if they choose. This is difficult material to teach because it often challenges the way the participants speak and describe events. Instead of lecturing, keep the discussion open and allow for questions and comments along the way.

¶ Ask the participants to determine whether the words or phrases you have listed on the flipchart or chalkboard describe a behavior that can be seen, heard, counted or timed. This may help to clarify the discussion.

¶ Distribute Exercise #1. Ask trainees to work in pairs and to label the examples, "Yes" or "No." They will only require five to ten minutes to complete the activity. When they are finished, go over the examples, one by one, allowing for discussion on each if it is required.

¶ Distribute Exercise #2. Again, ask the trainees to work in pairs and: 1) to circle the observable, measurable words and to underline the descriptors that are not observable or measurable and 2) to rewrite one of the anecdotes so that it reflects good observations and recording practices.

¶ When the class is finished (15 to 25 minutes), ask for volunteers to go through each anecdote and point out the examples of good observation and the poor observation. Then, ask for volunteers to read their rewritten anecdotes. Allow plenty of time for discussion as it is likely that some of the rewritten material will need to be rewritten again.

¶ (Optional) Distribute Exercise #3 and the Worksheet. Or if you prefer, use an observation reporting form used in the district. Explain that this is a take home assignment.

¶ At the beginning of the next class period, collect the observations. Explain that you will go over them yourself and will hand them back the following week with suggestions, if needed. When you have collected the written observation, review them carefully and take as much time as you can making comments and suggestions. If you determine that a portion of the class will need some work in this area, you may want to schedule another session on observation.

OBSERVING AND KEEPING GOOD DATA

INTRODUCTION. Acquiring and using objective skills of observation and keeping data are important to all education paraeducators, no matter whether they work as instructional assistants, transition trainers or job coaches. Much of the information required to let the team know whether or not children and youth are gaining new skills is acquired by careful observation and good recordkeeping. In addition, observation will keep the team posted on whether or not the students are learning and using the functional skills necessary to let them achieve the objectives and long-term goals that are outlined in the IEP or ITP.

The written information as to what has been observed is called "data." It serves as a record of what is seen or heard, and, when done well, is an objective account of the individual's activities and skills. It is important to keep written data on all observation activities. If this is not done, there is a risk of reporting inaccurately what has happened.

Carrying out observations and keeping data must be done from an objective point of view. Sometimes, we may be tempted to let our biases or prejudices to get in the way. We may like one student better than another and tend to look more favorably on his/her activities. It is very important to guard against these inclinations and to put down precisely what is seen and to avoid anything that is stigmatized by personnel perceptions of an individual or a specific behavior.

OBSERVATION IS:* Systematically watching what a person does and says and recording the behaviors in order to make instructional decisions. Observation should, 1) be done for a specific reason; 2) provide samples of a child's/student's behavior over a period of time, in a variety of settings and 3) be objective.

OBJECTIVE OBSERVATION MEANS:

1. watching events without being affected by personal biases/prejudices,
2. watching what is happening without guessing at the reasons that cause the action,
3. watching the activity without judging whether it is good or bad, and
4. producing an objective record which states exactly what an observer sees and hears.

*Some of the material in this unit has been adapted from: "A Training Program for Paraprofessionals Working in Special Education and Related Services." (2nd Edition, 1990). CASE: National Resource Center for Paraprofessionals in Education and Related Services, City University of New York.

Through observation we can learn what the students can do, what they like or dislike, how they behave under various circumstances and how they interacts with people around them.

OBSERVING OBJECTIVELY: There are two points to remember when making observations: A behavior must be observable and a behavior must be measurable. In other words we must be able to see or hear a behavior, and we must be able to count or time how often a behavior occurs.

For example, an observation that says, "Frank hit John on the arm twice within five minutes," fulfills both points above. The observer saw Frank hit John, and counted the hits as they happened. An observation that says, "Annie was being her usual schizophrenic self this morning," fails both points. "Her usual schizophrenic self" really tells us nothing about Annie. It is, instead, a judgment call made by the observer and gives no information at all. It doesn't tell us what the observer saw and, since we don't have that information, there is nothing to count and therefore, nothing to build on when planning personalized instructional interventions.

KEEPING DATA. There are several ways to keep data. These include using:

Checklists - These may be in the form of standardized checklists which include specific skills and behaviors based on developmental levels, or a list of behaviors compiled by a teacher. When paraeducators work with a checklist, they simply watch the child or youth and record whether or not s/he is doing the behavior described.

Anecdotal Records - These usually consist of a sentence or two written in a notebook that describe what the child or youth is doing at a specific moment. When making an anecdotal record, only behaviors that can be seen or heard and behaviors that can be counted should be recorded.

Interviewing - This is a specific kind of recordkeeping, one in which the team is trying to determine what the child/student likes or dislikes, what his/her interests are or other feelings or beliefs that cannot be observed. When interviewing, it is extremely important to record precisely what the child or youth says. There is no room for editorializing in this kind of record.

Frequency or Duration Notes - Sometimes, the information that is to be collected refers to how often or for how long a behavior is occurring. For example, the team may want to know how many times a child talked to or communicated with his/her playmates or how often a youth initiated a conversation with co-workers. For this kind of recordkeeping, paraeducators will count the frequency of the behavior occurring and observe how long some behaviors last. For example, a transition trainer might watch to see how long a youth in supported emloyment works without supervision, or how well the student follows instruction.

EXERCISE #1

DIRECTIONS: Read the list of words below. If a word describes something you can see, hear, or count, write "yes" in front of it. If it does not describe a behavior that is observable or measurable, write "no" in front of it.

____ 1. Cry

____ 2. Is anxious

____ 3. Hit Art twice

____ 4. Push

____ 5. Is lazy

____ 6. Loves ice cream

____ 7. Write capital letters

____ 8. Signs name

____ 9. Stacks boxes

____10. Knows how to dress himself

____11. Is Ida's best friend

____12. Is a loner

____13. Dislikes females

____14. Understands commands

____15. Goes to the store

____16. Loves elephants

____17. Rides the bus alone

____18. Kicks grandma

____19. Is naughty

____20. Is nice

____21. Is punctual

EXERCISE #2

DIRECTIONS: There are two anecdotes printed below. Read each carefully and circle the words used which describe a behavior that you can see, hear, or count. Underline the words which describe behaviors that are not observable or measurable.

Anecdote #1

Sally was having a terrible day. She started off in the morning by spitting on Ms. Pickett, the paraeducator who assisted her in getting to her job. Then, she attempted to hit Louis and kick Thelma in the shins. She wet her pants on the floor and was so embarrassed that she had a tantrum. Her aggressive behavior was annoying everyone. After her coffee break in the afternoon, however, she returned to work and asked her supervisor what to do next. She went to work immediately and followed the instructions almost perfectly.

Anecdote #2

I sure learned today why Jake is labeled "autistic." About ten o'clock this morning, he began headbanging on the floor. He banged twenty-four times before he stopped. Then, he put his hands in front of his eyes and wiggled his fingers for ten minutes in a row. He did that again at 11:30. His dual diagnoses showed up again in the afternoon when he seemed to retreat into a dream world. He smiled and twirled around the floor, obviously enjoying the fantasies in his mind. His usual paranoia seemed less, and he talked to Mr. Leonard for two minutes. After that, he just lazed around the rest of the day until it was time to punch the time clock and go home.

Like many anecdotal records, the two above are an amalgamation of good observation and extremely poor observation. Choose one of the two, and rewrite it so that it is a good example of your observational skills.

DIRECTIONS: Take this Exercise home with you and be prepared to turn it in at the next class session. Your assignment is to:

- Select one student to observe.
- At three different times, observe this student for ten minutes.
- Make copies of the form below and record your observations. Be sure to include the day, the time of day and the place where carried out.
- Turn in your observations next class session.

OBSERVATION RECORD

First name of student:_____

Setting (school, store, bank, playground, job, etc.)_____

Observer:_____

Date:_____ Time: From _____ To _____

Use the following space to write a description of the person's actions and activities:

TRANSPARENCY #1

OBSERVATION SHOULD:

- ✓ BE DONE FOR A SPECIFIC REASON
- ✓ PROVIDE EXAMPLES OF A PERSON'S BEHAVIOR
- ✓ TAKE PLACE OVER A PERIOD OF TIME IN A VARIETY OF SETTINGS
- ✓ BE OBJECTIVE

OBJECTIVE OBSERVATION MEANS:

- ✓ WATCHING EVENTS WITHOUT BEING AFFECTED BY PERSONAL BIASES/PREJUDICES
- ✓ WATCHING WHAT IS HAPPENING WITHOUT GUESSING AT THE REASONS THAT CAUSE THE ACTION
- ✓ WATCHING AN ACTIVITY WITHOUT JUDGING WHETHER IT IS GOOD OR BAD, AND
- ✓ PRODUCING A RECORD WHICH STATES EXACTLY WHAT AN OBSERVER HAS SEEN AND HEARD

UNIT IV - DEVELOPING APPROPRIATE GOALS AND OBJECTIVES

The material in this unit is divided into two parts. Part one describes how the team including parents, their children, and education practitioners work together to develop long term goals and annual objectives to achieve the goals. Part two is designed to prepare paraeducators assigned to be transition trainers or job coaches to write instructional objectives.

EQUIPMENT AND MATERIAL REQUIRED

- Flipchart and easel
- Overhead projector and screen
- Transparencies or if you prefer write the items on the chalkboard or flipchart
- Copies of the Background/Information Handouts and Exercises.

BEFORE THE TRAINING SESSION

- Review the Background Material and other resources you may have on the importance of writing good goals and objectives. As you prepare for the class session(s) in which you will cover this material, it is a good idea to think through some of your own efforts as you acquired these skills. This material is a critical component of the training and it will take some time to present. Your personal anecdotes will enliven and enhance the discussion.

- Reproduce copies of the Transparencies, Background Information and the Exercises for all trainees.

DURING THE TRAINING SESSION

¶ Begin the class session by distributing the Background Information. Use Transparency #1 to guide the discussion. It may be useful to remind the trainees of the discussions they have had in earlier training sessions on the rights of children and youth with disabilities. It is important to emphasize throughout that the development of appropriate goals is critical to the education plan and that the involvement of the student in integrated classes and the community may well depend on how the goals are spelled out. Emphasize that all people need options and the opportunity to make choices. It is up to the team and the family to ensure that options are available and that every effort is undertaken to ensure that the individual can select.

¶ Distribute Exercise #1 "The Case Study." Ask the group to work in pairs to develop the annual goals (and the five-year goals) requested. Allow about fifteen minutes for the activity. Then, ask one person in each pair to present the goals developed. Allow plenty of time for discussion.

¶ Use Transparency #2 to guide the discussion and initiate the discussion of the writing of goals and objectives. Spend as much time as you think necessary in ensuring that the trainees are with you every step of the way.

¶ Distribute Exercise #2 "Behavior," to the trainees and ask them to complete it. Allow approximately ten minutes for the activity. Then, going around the room, ask each trainee to take one phrase and defend their decision as to whether it is a measurable, observable behavior.

¶ Begin the discussion on the Criterion. This is always difficult at the beginning so be prepared with as many examples as you can. Be leisurely in your approach. This is not the topic to teach when you have little time.

¶ Distribute Exercise #3 "Criterion," and ask the trainees to follow directions and identify CR-1 and CR-2 in each of the sentences. Allow approximately fifteen minutes for the completion of the task. Again, go around the room with each trainee supplying his/her response. Be prepared to answer and discuss each of the sentences.

¶ Begin the discussion on the Conditions. This will usually be easier than the criterion discussion, but it is well to be prepared for questions and comments.

¶ Distribute Exercise #4 "Condition," and ask the trainers to identify the condition in each sentence. This activity should take only about five minutes. As they conclude their writing, ask for volunteers to contribute their responses.

¶ Distribute Exercise #5 which is a review list of the components of an instructional objective. Ask the trainees to work alone on this one and to be prepared to discuss their answers with the rest of the class.

¶ Lastly, distribute Exercise #6, the last review of writing instructional objectives. Ask the students to complete it in class and then you will pick these papers up as well and will go over them after class.

DEVELOPING APPROPRIATE GOALS AND OBJECTIVES

ESTABLISHING APPROPRIATE GOALS AND OBJECTIVES. All of us have long-term goals for which we strive and, with them, a series of short-term objectives which we understand will help us achieve the goals we have set. We may not sit down in a planning session with our families and friends to write everything down on paper, but as we look at our lives, we conceive of our aims and plan toward making them work. For example, young people plan toward attending college, getting married, finding a job, owning a home, traveling, going to Hollywood to be a movie star and hundreds of other dreams. Those who are serious about reaching their goals plan a series of shorter objectives, i.e., saving money for college, finding tuition or other grants-in-aid, finding a place to live in the university town, finding a part-time job to support themselves while taking classes, and so on and on.

For many years, people somehow assumed that children and youth with disabilities did not have goals and objectives. The perception seemed to be that individuals with special needs would be lucky just to go along in place without achieving life goals like other people. That, of course, is hogwash and you realize that individuals with disabilities are like everyone else and they, too, have dreams that <u>can</u> be met.

As the team meets to discuss and write the IEP/ITP, they <u>must</u> know the goals and objectives of the student for whom it is planning. In many cases, the child or youth with the disability can be an effective part of the planning team. In those cases, all the team has to do is ask the person the questions, "What do you want to do in the future?" and "Where would you like to (live, work, play)?" In other cases, it may be more difficult to determine the individual choices. Some students with disabilities may not have the necessary communication skills to state clearly their dreams and objectives. If this is the case, the team needs to be on its toes to learn the communication style of the individual and to pay close attention to what s/he is transmitting. It is important that all youth have options so that they may make choices about preferred activities.

The team should explain the options to an individual who does not communicate in traditional ways and be alert to the responses it receives. Sometimes the responses are very clear, as in the case of Karen, who began to cry when presented with things she did not want to do, or with Keith who responded positively to suggestions by patting the hand of

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*Some material in this unit has been adapted from, "A Training Program for Paraprofessionals Working in Special Education and Related Services" (2nd edition, 1990). City University of New York. National Resource Center for Paraprofessionals in Education and Related Services.

the person presenting the options. At other times, the signals may be as ephemeral as eye movements, body positioning or slight head-shakes. Before initiating the planning process, however, members of the planning team must spend enough time with the person for whom they are planning so they have a good idea of the individuals preferences.

When answering the questions on long and short-term goals, it is important to remember that individuals with disabilities have the same rights as other people. Young people have a right to participate fully in the same community settings as people who do not have disabilities. They have a right to participate fully in the same community settings as other teenage youth. For them, this means finding a job in the community, attending school with other youth who are not disabled, attending dances and other social activities in integrated settings and participating fully in family activities.

DEVELOPING ANNUAL GOALS AND INSTRUCTIONAL OBJECTIVES. When the individual, family and education team develop the IEP for a person with disabilities, there are key questions to ask that will enable the establishment of goals and objectives that will facilitate the person's integration and participation in community settings. The team should be sure that they can answer the questions before they start planning. The questions include:

1) What are the ultimate goals for this student?

2) Will the skills that we propose to teach help this student to achieve his/her goals?

3) Are the skills to be taught practical and functional? If the student does not learn a skill, will someone else need to perform the task for him/her or provide assistance?

4) Will learning the skills enhance the life of the student and enable the student to enjoy life more?

5) Although we may want to teach many skills, time is a factor. Which of those proposed are of highest priority for the student?

PREPARING APPROPRIATE GOALS AND OBJECTIVES: Long-range goals are statements that describe desired and valued competencies or a general skill level. They are both observable and measurable and provide the direction for objectives which are short-range. These short range objectives are usually referred to as behavioral or instructional objectives. Both need to be written precisely and clearly as they describe the desired outcomes for the instructional process.

GOALS: Long-range goals need to be stated in a way that anyone who reads them knows exactly what is meant. For example, a long-range goal for an adolescent may be, "Juan will work 20 hours a week at a gardening job in Wyattstown with the assistance of a job coach." The goal is clear and describes precisely where Juan wants to be in the future. A goal for a younger child might be, "Tara will be enrolled in an integrated first grade when she is six." Again, the outlook is perfectly clear. These goals set the direction for the instructional process.

OBJECTIVES: With each goal, there will be a series of objectives that need to be accomplished. Some of them may include skills that the child or youth needs to learn in order to attain the goal. Some of them may be activities that staff or family need to carry out so that the individual may reach the goal. An example would be arranging transportation so that Juan or Tara can physically get to the desired places.

Instructional objectives are statements that generally have three components:

1) the behavior or the description of the skill the student will be able to do when the instruction is complete;

2) the criteria, or a description of how the behavior will be evaluated; and

3) the conditions, or a description of how the activity will be taught.

COMPONENTS OF INSTRUCTIONAL OBJECTIVES

THE BEHAVIOR: Once assessment and observation have been completed and the long-range goals established, it is time to write the instructional objectives. Each objective written should be a step toward attainment of the goal. It should be described precisely, i.e., Lorraine will feed herself mashed potatoes. There is no doubt when reading this objective of what the desired behavior should be. It is observable, and there is no doubt

in the mind of the person watching just exactly what is desired of the student. Often when designing instructional objectives, people may want to use words such as, "will understand." This, by itself, is not observable. If this happens the team or paraeducator should think through what the student would have to do in order to demonstrate that s/he "understands." Then, design the instructional objective to reflect that behavior.

THE CRITERION: In addition to being observable, instructional objectives must also be measurable. In order that this can be accomplished, there are two criteria that must be assigned to the objective:

- the Part I criterion (CR-1) describes and measures one or more of the important characteristics of the behavior such as speed, accuracy, rate, quantity, or duration, and

- the Part 2 criterion (CR-2) tells whether the student does the behavior consistently and reliably. Some objectives may not need the CR-2 because they are not expected to occur frequently, i.e. "leaves the building when the fire alarm rings". But, if it is expected that the behavior will happen often, it should be measured over a time period.

In the instructional objective above, "Lorraine will feed herself mashed potatoes, the CR-1 may be, "getting them all in her mouth and swallowing them" (accuracy). The team might further wish to add, "within ten minutes" (speed) which also describes how the behavior should be carried out. The CR-1 always describes how well the behavior should be accomplished and how quickly or at what rate it should be carried out. The CR-1 is always measurable, and will help you evaluate whether or not the skill is being accomplished.

The CR-2 for the objective could be, "eight out of ten times within a month." This last phrase lets us know how reliable or consistent Lorraine is when eating mashed potatoes. If she is able to eat them successfully eighty percent (8 out of 10) of the time, it is likely that she will continue to feed herself mashed potatoes when they are presented to her. (If she is not tired of mashed potatoes by the time this objective is completed.) When designing Part 2 criteria, it is well to remember that most people do not accomplish skills with one hundred percent accuracy. We all give ourselves some leeway in measuring our skills. It is also important to keep in mind that some skills must be performed correctly 100% of the time. For example: waiting for the light to turn green before crossing the street 80% of the time is not good enough.

THE CONDITION: The third component to an instructional objective is the condition. This phrase states the circumstances under which the behavior will be performed. The condition lets the team know what help the student will need to perform the behavior and/or what materials will be needed. The condition for Lorraine's objective might well be, "when presented with a dish of mashed potatoes." This states precisely the circumstances under which the behavior takes place. These statements usually describe what will be provided to the person in order to accomplish the behavior or they may describe a contingency such as, "when asked."

Lorraine's complete objective, including the behavior, the criteria and the conditions might read, "When presented with a dish of mashed potatoes (condition), Lorraine will eat them, getting all of them in her mouth (CR-1), eight out of ten times in the next month (CR-2).

All of this may seem a bit complicated at first. Soon, however, it will become second nature and the paraeducator will be able to write instructional objectives that are observable, measurable, and describing exactly what behavior is asked of the student.

CASE STUDY

Gloria lives about twenty-five miles outside a small southwestern city that serves as a business hub and a major shopping center for a remote-rural area. She lives with her mother and two younger sisters.

Gloria is sixteen years old and will enter high school in the fall. She has been diagnosed as having mild mental retardation and cerebral palsy, and uses a wheel chair. She is able to take care of most of her personal needs; although she does have trouble dressing herself without some assistance with buttons. The high school she will be attending is completely accessible and she will get to school on a specially equipped bus.

While Gloria was in elementary school and middle school all of her time was spent in self-contained classrooms. She had access to occupational and physical therapy services on an irregular basis, because of the high turnover rate in these positions. Her teachers and the paraeducators did receive some training from OTs and PTs that enabled them to follow the program developed for her as part of the IEP.

Formal reading tests indicate that Gloria reads at about the fourth grade level. She can add and subtract several columns of figures, but has trouble with multiplication and division. Because she has always attended school with many Hispanic students, she is fairly fluent in conversational Spanish. Gloria has a difficult time holding a pencil. Three years ago her teacher found a second hand typewriter and taught her to use "the hunt and peck" method. She does pretty well and when necessary uses the typewriter to do short written assignments.

Gloria has met with the newly formed IEP team and together they have decided that in the ninth grade she will take state history, arithmetic, home economics, and a computer workshop class. She will receive regular support services from physical and occupational therapists. She will also be tutored in reading and arithmetic by a paraeducator with several years experience in a chapter 1 program. The paraeducator will also assist Gloria as she begins to learn skills that will allow her to travel in the community and to begin to learn to shop in a mall.

Gloria is really looking forward to the computer workshop because she has heard her sisters talk about the games they play using the computers in their classes. And she is especially excited about the home economics class. Her sisters help her mother with the cooking. But because it takes Gloria so long to chop and peel vegetables and do other chores, her mother and sisters have a tendency to take over.

Gloria's mother is very concerned about how the people in town will accept her daughter. Life for Gloria and her mother, until now, has been fairly easy to cope with. The people in their small farming community have always accepted her and found ways to accommodate her needs. The deacons built a ramp for the church steps, other parents and children included her in group outings, and almost everyone in town learned to assist her and manipulate her chair when needed. The school janitor adapted her desks and the tables in the lunchroom to accommodate her chair.

Gloria's mother unknowingly has communicated these fears to Gloria. While she is looking forward to going to the larger school and receiving the support services she needs from the physical and occupational therapists, she is very worried about how the other kids will accept her. In addition, while she agreed to the community based training program, she's not so sure she is ready to take on the "big city," to learn to shop in the mall, or to use the public transportation system - even though the city council has purchased buses that are accessible to people using wheelchairs.

It is the end of the year and next year Gloria will be eligible to enter the transitional program. The team has reconvened to begin to plan Gloria's IEP/ITP for the next three years. As the paraeducator who has been assigned to provide transitional services you will be attending the meeting. In preparation for the meeting, review Gloria's records and: 1) lists of her strengths and needs; 2) write two yearly (annual goals) for her second year in high school, and 3) write two long range goals for Gloria.

EXERCISE #2

The Behavior

You have learned that a good instructional objective must be observable. As such, it cannot be tainted with biases or judgments. It must also be measurable. In other words, you should be able to see and count the behavior as it occurs.

Following are a series of phrases. Put a "B" in front of the ones that describe a behavior that is observable and measurable.

_____ 1. will play soccer

_____ 2. will appreciate classical music

_____ 3. will know his telephone number

_____ 4. will control his temper

_____ 5. will buy groceries

_____ 6. will walk to school

_____ 7, will bake chocolate chip cookies

_____ 8. will learn the rules

_____ 9. will understand human sexuality

_____10. will behave herself

_____11. will be cooperative

_____12. will cut his fingernails

_____13. will write her name

_____14. will come when called

_____15. will obey the teacher

____16. will follow traffic signals

*Adapted from: "A Training Program for Paraprofessionals Working in Special Education and Related Services" (2nd edition, 1990). National Resource Center for Paraprofessionals in Education and Related Services, City University of New York.

The Criterion

Remember that the criterion or criteria tell you how the objective will be evaluated. The Part 1 criterion (CR-1) should describe important characteristics such as speed, accuracy, rate, quantity, or duration. The Part 2 criterion (CR-2) should tell you how reliably or consistently the behavior is performed.

There are five sample objectives below, with the behavior underlined. In the designated blanks, write the Part 1 criterion and the Part 2 criterion for each objective.

1. Without being reminded, Carl will wash his hands unassisted every third day for six out of eight weeks.

   CR-1 _____

   CR-2 _____

2. Given a telephone and her home number, Sheila will dial the telephone correctly on the first try, when tested on five out of seven consecutive nights.

   CR-1 _____

   CR-2 _____

3. Given a single bed and a single fitted sheet, Elaine will put the sheet on the bed, fitting all four corners of the sheet to the appropriate corners of the mattress, for five out of seven consecutive trials.

   CR-1 _____

   CR-2 _____

*Adapted from, "A Training Program for Paraprofessionals Working in Special Education and Related Services." (2nd edition, 1990). National Resource Center for Paraprofessionals in Education and Related Services, City University of New York.

4. When asked, Darla will identify her mother and father by name when they come into the room.

CR-1 _____

CR-2 _____

(Is there a Part 2 criterion in this objective? If not, write an appropriate one.)

_____

_____

5. When challenged, Darrin will repeat the numbers 1 through 10, five out of six times asked.

CR-1 _____

CR-2 _____

(Is there a Part 1 criterion in this objective? If not, write an appropriate one.)

_____

_____

_____

The Conditions

Below are the five examples you worked with to determine criteria. This time, in the designated blank, write the statement of condition. Remember that the condition tells you under what circumstances the objective will be performed. It describes the help a student might need or tells you what materials are needed.

1. Without being reminded, Carl will wash his hands unassisted every third day for six out of eight weeks.

   Condition:_____

2. Given a telephone and her home number, Sheila will dial the telephone correctly on the first try, when tested on five out of seven consecutive nights.

   Condition:_____

3. Given a single bed and a single fitted sheet, Elaine will put the sheet on the bed, fitting all four corners of the sheet to the appropriate corners of the mattress, for five out of seven consecutive trials.

   Condition:_____

4. When asked, Darla will identify her mother and father by name when they come into the room.

   Condition:_____

*Adapted from, "A Training Program for Paraprofessionals Working in Special Education and Related Services" (2nd edition, 1990). National Resource Center for Paraprofessionals in Education and Related Services, City University of New York.

Please write appropriate conditions for the following instructional objectives:

5. When challenged, Darrin will repeat the numbers 1 through 10, five out of six times when asked.

   Condition:_____

6. _____, Jarvis will complete the assembly of a bicycle brake correctly, eight times out of ten.

   Condition:_____

7. _____, Ann will respond to other students in the class when they say "hi" to her.

   Condition:_____

8. _____, McArthur will put his sweater on correctly, six times out of eight opportunities.

   Condition:_____

Recognizing the Components of Instructional Objectives

Each of the following phrases could be a component of an instructional objective. In the blank in front of each, write the initials for the proper component: B = BEHAVIOR; C = CONDITION; CR= CRITERION.

_____ 1. will write her name

_____ 2. will say the alphabet

_____ 3. with the use of an electric lawn mower

_____ 4. given examples of the correct style

_____ 5. without an error

_____ 6. with 95% accuracy

_____ 7. will boil water

_____ 8. correctly

_____ 9. given scissors of the appropriate size

_____10. without assistance

_____11. will state his home address

_____12. to the standard set by the instructor

_____13. will fold and stack dish towels

_____14. with the aid of a ruler

_____15. with no errors

_____16. will hammer a nail

_____17. when asked

*Adapted from, "A Training Program for Paraprofessionals Working in Special Education and Related Services" (2nd edition, 1990). National Resource Center for Paraprofessionals in Education and Related Services, City University of New York.

One Last Review of Writing Instructional Objectives

Read carefully the instructional objectives listed below. In the blanks following, write in the appropriate component.

1. **In her electric wheelchair, Mimi Lou will move herself through the aisles at the plant without bumping into anything, five times out of seven.**

   Behavior _____

   CR-1 _____

   CR-2 _____

   Condition _____

2. **With the use of an electric scanner, Heinz will listen to three pages of his sociology textbook, and discuss them with Mr. Rail on Monday, Wednesday and Friday for four weeks.**

   Behavior _____

   CR-1 _____

   CR-2 _____

   Condition: _____

3. **Using a communication board and with the assistance of the transition trainer, Andrea will complete the application for her social security card and work permit in forty five minutes or less.**

   Behavior _____

   CR-1 _____

   CR-2 _____

   Condition: _____

4. When asked to do so, Pablo will measure the soap for the dishwasher unassisted in approved style ten consecutive days.

   Behavior _____

   CR-1 _____

   CR-2 _____

   Condition _____

5. Obeying all traffic rules, Natalie will walk from home to the mall five consecutive days.

   Behavior _____

   CR-1 _____

   CR-2 _____

   Condition: _____

THE INSTRUCTIONAL PROCESS: GOALS AND OBJECTIVES

Developing Long-Term Goals and Instructional Objectives

When the team gathers to work out the individual education plan, there are some key questions that need to be asked and answered to enable them to establish annual goals and prepare instructional objectives for the student.

They are:

- ✓ **What are the ultimate goals for this student?**
- ✓ **Will the skills to be taught now help this student to achieve the goals?**
- ✓ **Are the skills to be taught practical and functional? If the student does not learn this skill, will someone else need to perform the task or provide assistance?**
- ✓ **Will achieving the objective enhance the life of the student and enable him/her to enjoy life more?**
- ✓ **Although we may want to teach many skills, time is a factor. Which of those proposed are of highest priority for the student?**

THE INSTRUCTIONAL OBJECTIVE

IS A WRITTEN STATEMENT OF WHAT THE LEARNER WILL BE ABLE TO DO WHEN THE LEARNING EXPERIENCE IS COMPLETED SUCCESSFULLY.

IT HAS THREE COMPONENTS:

THE BEHAVIOR OR THE DESCRIPTION OF THE SKILL THE STUDENT WILL BE ABLE TO DO WHEN INSTRUCTION IS COMPLETE;

THE CRITERIA, OR A DESCRIPTION OF HOW THE BEHAVIOR WILL BE EVALUATED; AND

THE CONDITION(S), OR A DESCRIPTION OF HOW THE ACTIVITY WILL BE TAUGHT.

UNIT V - USING APPROPRIATE INSTRUCTIONAL INTERVENTIONS

This unit is designed to provide paraeducators with an understanding and ability to use instructional interventions including behavior management techniques that are appropriate for use with children and youth of every age. It is followed by a unit that centers specifically on the needs of paraeducators working in transitional and supported employment or other work experience programs.

EQUIPMENT AND MATERIAL NEEDED

- Flipchart and easel or chalkboard
- Overhead projector and screen
- Copies of the Background Information Handouts and Exercises

BEFORE THE TRAINING SESSION

- Obtain copies of your school district's/agency's policies connected with appropriate techniques for managing challenging behaviors.

- Review the Background Material and other resources available to you about teaching interventions. It would be well to go over carefully your district's regulations on management of challenging behaviors particularly with regard to the use of punishment. Prepare a series of short lectures on the various components of this unit, your personal anecdotes will enliven and add greater meaning to the discussion.

- Make copies of the transparencies or write the information on the flipchart or chalkboard.

- Make enough copies for each trainee of the Background Information and the Exercises.

DURING THE TRAINING SESSION

¶ Begin the session by distributing the Background Material. As you discuss the information in this unit, encourage the participants to take notes if they wish.

¶ Use Transparencies 1,2 and 3 to emphasize the points you make about the characteristics (patterns) of behavior shared by all people including children and youth with disabilities.

¶ The introduction to the discussion of "Instructional Interventions" is key to the overall integrity of this entire module. The teaching techniques described are of use in many settings ranging from early intervention and preschool programs to transition services and vocational training. As you discuss positive reinforcement and punishment, there will be many questions from the trainees. It is very likely that some will defend punishment as a teaching technique.

¶ Exercise #1 "Selection of Teaching Strategies" is designed to elicit from the trainees examples and illustrations of different learning environments and teaching strategies in their education, work or other life experiences. Ask the participants to work in pairs and: 1) identify one learning event where the instructional events/activity was delivered in a positive manner; 2) identify another where punishment or fear was the primary incentive for learning and 3) compare and contrast the two learning situations to determine which was the most beneficial and effective.

¶ Exercise #2 "Reinforcement" asks the trainees to design a teaching sequence and indicate what, where and how they would use reinforcement. You may want to ask the members of the group to work in pairs to complete this activity, or you may want the entire group to identify a skill/behavior it wants to teach and to plan what, where and how to use the reinforcers.

¶ The discussion on shaping should be fairly brief. On Exercise #3 "Shaping" the participants are asked to design a teaching plan using shaping as the primary intervention. Depending on the nature of the group and the amount of time you may want to ask the participants to work alone or to involve the entire group in the process.

¶ Modeling is next on the agenda. Again, this technique is fairly simple and there will probably be few questions. Exercise #4 is similar to the one used to explain shaping, so you may want to use the same procedure.

¶ Like reinforcement, extinction is one of the most powerful tools available to the instructional team for changing and managing behavior. To be used effectively it is critical for paraeducators and other team members to understand the value of extinction, how it is used and the need for a united team approach for implementing the process. To introduce the discussion, determine how familiar the participants are with the meaning and use of extinction and ask the participants to define the term and/or to share examples of how it is used in the class or program where they work.

¶ Role playing is one way to teach participants to understand and use extinction appropriately. To introduce this activity recruit a volunteer from the group and ask them to play the role of "A student who whines for an adult's attention." Demonstrate a cause of action that would extinguish the behavior. When the role play is completed ask for

questions about the technique. Then ask the trainees to describe examples of other behaviors exhibited by students that might respond to this technique. Ask for volunteers to demonstrate in role plays how teachers, parents, or paraeducators could work together to extinguish two or three of the examples. Ask the participants to analyze each role play and describe how to strengthen the procedures. Be prepared to take the time needed to allow participants to practice and share concerns and questions.

¶ The last topic in this unit is Task Analysis. This, too, is a technique that is better learned by doing. Describe the technique briefly and distribute Exercise #5 "Task Analysis." Allow 20-25 minutes for the trainees to analyze the various steps and to determine in what order they should be taught. Ask for two or three volunteers to teach the skill to a "learner." Be prepared to critique the plans and provide guidance in how to conduct a more effective task analysis.

USING APPROPRIATE INSTRUCTIONAL INTERVENTIONS

CHARACTERISTICS OF BEHAVIOR COMMON TO ALL CHILDREN AND YOUTH: Sometimes, when paraeducators enter the educational field which comprises the teaching of children and youth with disabilities, they feel that they will be dealing with individuals who are somehow dramatically different from other children and youth. This, of course, is not true. What is true is that the students with whom they work have disabilities which may range from physical disabilities like quadriplegia or spina bifida to mental or emotional disabilities to sensory disabilities. People with physical disabilities may need assistance in some aspects of daily living; individuals with mental or emotional disabilities may need adjustments in the rate or the manner in which learning materials are presented, and those with sensory disabilities may require interpreters or the use of braille materials.

People are people. Because an individual has a disability does not means s/he is "different" in his/her abilities to experience emotions, participate in life activities, or respond to daily events. We are alike; and there are characteristics and patterns of behavior common to us all. Perhaps the most helpful part of thinking through the presentation and teaching of new materials and to carrying out activities in a learning setting is to ask yourself, "How would I respond?" "Would I like this?" "What do I do when I am angry?" "How do I learn best?" When you look at your own responses to these questions, you will be well on your way to developing and presenting effective learning opportunities to children and youth with (or without) disabilities.

In educational jargon, our attempts to communicate and our responses to events are called "behavior." A <u>behavior</u> can be seen, heard and identified. It is measurable in that it can be counted and timed. This word is used to label portions of activity. For example, a <u>behavior</u> would be, "talking to Cathy," "hitting the wall," "patting Diego's hand," "crying and screaming," "laughing," "learning to print one's name," or "stocking the ice machine." From this list, and from the many other examples you could add, you can see that observable, measurable parts of one's activities or responses can be labeled, <u>a behavior</u>. Sometimes, the word is used pejoratively only for behaviors that are negative in some way, but, in truth, it should be descriptive for all your actions and reactions.

INSTRUCTIONAL INTERVENTIONS FOR ENHANCING LEARNING: There are a good many ways in which to help children, youth and adults learn more easily and effectively. Think for a moment of the best learning situation you have ever been in. Where did you learn the most? What did the teacher do to help you learn? Was the atmosphere in the learning environment a positive or a negative one?

There has been a great deal of research into the ways people learn best. The techniques presented here are generally considered to be those which are most effective. Punishment is not suggested as a teaching technique. There is a large body of evidence which suggests that people learn more easily and effectively when positive teaching techniques are used. As children, youth and adults learn new skills, they are also learning the techniques used while the material is presented. That means that people who are taught using positive techniques learn positive ways to work with people. People who are taught using punishment as a technique learn how to punish. Which would you rather the children and youth with whom you work would remember?

Individuals who are newly entering may be concerned about "maintaining discipline" in a classroom. They may feel as though they should monitor and punish rule infractions, lest the students "get out of control." Again, the evidence indicates strongly that teachers and paraeducators who build environments that reinforce and support students engaged in activities that are meaningful to their lives generally do not have "discipline problems." If a student has some behaviors that are unacceptable in a classroom setting, there are a variety of positive ways to help him/her learn more socially accepted behavior patterns.

REINFORCEMENT: The ultimate goal for teachers and parapractitioners who are working with children and youth with disabilities is to teach, assist and support each individual as s/he learns the skills necessary to participate fully in the community. This includes helping people learn to make choices so that they can have the decision making ability to elect how, when and where they want to take part. As the objectives on the IEP are developed and taught, the student is also learning appropriate social and communication skills.

In order to assist each individual to learn these skills, teachers and parapractitioners reinforce appropriate behaviors. When a behavior is reinforced the student should learn that s/he is doing well. Behavior can be reinforced by patting a student on the back, by saying, "Well done" or, sometimes, by smiling and nodding. A reinforcer is described as "an action or event that will increase the chances of the future (re) occurrence of the behavior it follows."

There are many ways to reinforce behavior and no two students respond to the same reinforcers. Some reinforcers are called primary. These usually include tangible items like food or drink. While such reinforcers may help with certain individuals when their learning experiences are new, the primaries are often quite noticeable and may even be demeaning to the individual especially as they grow older. As soon as the person begins to respond to a primary reinforcer, you will want to begin considering other, less noticeable ways to reward his/her behavior.

Other reinforcers are known as secondary. They include a smile, verbal praise, grades or letting an individual carry out a particular activity that s/he likes. You may remember your grandparents or parents who said, "As soon as you finish doing the dishes, you can go out and play." They were defining what they wanted you to do and then giving you a reward (a reinforcer) for carrying out the task.

Other reinforcers are described as negative. For example, the shrill of an alarm clock early in the morning is hardly pleasant, but it does do the job of getting you out of bed. The glare of the sun when you step outside in the heat of a summer day does make you put on sunglasses to protect your eyes. A traffic ticket will probably cause you to slow down and stay within the speed limit - for a while. These reinforcers may seem negative but, they do produce positive behaviors. They are not punishment.

It is important to give the reinforcement as soon as the individual has completed the task or demonstrated the positive behavior you desire. If there is a delay, the person may think that s/he is being rewarded for something else. For example, Mary was picking up her clothes while her Mother was watching. She was doing a good job and her Mother was thinking, "I'll give her an ice cream bar when she finishes. She is doing such a good job!" Just then, Mary kicked the dog. Although her mother was surprised and startled, she took Mary to the kitchen where she gave her the ice cream bar and sent her out to play. What did Mary think? She was confused. She didn't know which behavior she was being rewarded for -- picking up clothes or kicking the dog. What would you think?

In sum, reinforcement is an invaluable tool for teaching. To recognize and reward the attainment of skills and behaviors that will help an individual gain autonomy and learn to make decisions is a powerful assist to the person.

SHAPING: Many educators use another tool called, shaping. The definition of shaping is to reward each successive approximation of the behavior desired. Sound pretty complicated? Not really. For example, suppose you are helping LiPo to learn to punch a timeclock. You set the behavior up in steps, and you realize that the first step would be to approach the timeclock; the second, to pick up the appropriate card; the third, to insert the card into the appropriate slot, and so on. Instead of waiting until the whole behavior of punching in has been learned before you reward the individual for his/her work, you decided to reward him/her for each successive step as it is learned. You would, then, reward LiPo for going up to the timeclock. As this is learned, then you would concentrate on the second step and reward its completion. If LiPo was having a lot of difficultly learning the skill, you might decide to reward even smaller steps within the sequence.

Shaping is a nice tool to use. It allows the teacher to recognize that LiPo is working actively at learning the skill and enables you to reward his labor. It is a tool that many parents use unconsciously; for example, when teaching a child to pick up toys, a parent often will give a hug or a kiss the first time the little one puts any toy in the appropriate place. We also use it a lot with adults as witness your or your friend's efforts to teach a spouse to clean up after him/herself.

MODELING: Another teaching tool is modeling. That simply means that you demonstrate by your actions the skill or behavior that you desire of another individual. This tool is often used when helping people learn to deal with their emotions in social situations. Where little children can, and often do, relieve their frustrations by dumping a truckful of sand on their playmate's head, such coping mechanisms are denied to adults. In order to teach the socially appropriate responses to frustration or anxiety, teachers and parents often model the behaviors desired. When the person responds by doing the same thing him/herself, a reinforcer is given.

EXTINCTION: This, too, is a powerful tool in your kit of teaching technology. When we speak of extinguishing a behavior, we mean that this specific behavior will be ignored -- completely ignored -- and other positive behaviors will be reinforced. It is used in a variety of ways: when a teenager, for example, begins to swear in front of his/her family, the family reaction often is to ask themselves, "Why, why, why is this happening to us?" Then, they may begin a long dialogue with the individual on what is causing such behavior and how terrible it is! The more effective way to deal with it often is to simply ignore the swearing when it occurs <u>and</u> to positively reinforce the young person when s/he expresses him/herself in a more socially acceptable way.

It is necessary for team members to practice their reactions when they use extinction as a teaching tool. Its effectiveness depends on their ability to ignore and to reward positively. Most people, however, when their actions are completely ignored, seek to find other ways to interact with the environment; ones that will get a reaction from others. This may result in continuing the objectionable behavior at a higher rate. This should last only a short while, but the person is repeating a behavior that got attention before. As s/he realizes it isn't working, then an effort will be made to find a new behavior that will be rewarded.

TASK ANALYSIS: This teaching tool was developed to its fullest by Marc Gold. He was concerned with helping young people with mental retardation do work that was positively valued. He noted that if a task could be broken down into its component parts, it was much easier to teach than if an individual was asked to learn the whole thing at once. He demonstrated his ideas effectively by taking apart a bicycle brake into its separate parts. He then set up an assembly line where people, in 157 separate steps, could put the brake together. By so doing, he showed the world that people with severe retardation could perform difficult jobs well.

When teaching any task, it is important to ask yourself how it can be broken down. In the illustration above, for example, when LiPo was learning to punch the timeclock, the task was divided into smaller steps. It was pointed out, as well, that even those steps could be subdivided, if necessary.

Many skills that you want to teach to the students in the learning environment can be broken down into individual steps: teaching a child to play with blocks, teaching a teenager to clean a kitchen, teaching dressing or eating skills, teaching an adolescent to bathe himself, and on and on. Even putting on one's socks can be broken down into a number of steps.

SELECTION OF TEACHING STRATEGIES

Working with a partner, consider two types of learning situations that you have encountered in your life. They may have occurred at home, at school, at work or in social situations. Select one learning event in which you remember the instruction being delivered in a positive manner. Select another where punishment or the fear of punishment was the primary incentive for learning.
Make notes below on both:

Positive	Punishing

Compare and contrast the two learning situations. From which do you feel you have derived the most good? Why?

REINFORCEMENT

In order to use reinforcement effectively, it is necessary to design a teaching plan ahead of time that indicates when and under what circumstances reinforcement should be given. For example, if you are teaching a youth to tie his workboots, when would you give the reinforcer? At the completion of the entire maneuver? At the completion of each step? And, what kind of reinforcement would you use? That would depend on the individual, of course, and what he liked, but you need to plan it ahead of time.

DIRECTIONS: Outline below a possible teaching sequence, designating what the reinforcer would be and when it would be given, for a child or youth in the program where you are working.

SHAPING

Focusing on an individual with whom you are now working or on a member of your family or a friend, outline a teaching sequence using shaping as your technologic tool. Be prepared to discuss it with the rest of the class.

MODELING

Outline a teaching sequence where modeling is the tool used. Focus on a sequence that would be appropriate for a child or youth with whom you are working. If you are not yet involved in an educational program, select a family member or a friend. Be prepared to share your ideas with the class.

TASK ANALYSIS

Working with a partner, select one of the three tasks listed below and work out a breakdown, step by step, of how they could be taught:

- Putting on a jacket and zipping it
- Washing and drying hands
- Dialing a phone number on a push button phone

Try to make each step a separate task that could be taught individually and then merged with the rest.

After you have completed your task analysis, the instructor will ask for volunteers to demonstrate their analyses, using other trainees as (willing?) learners.

TRANSPARENCY #1

COMMON (SHARED) BEHAVIORAL/PATTERNS AND CHARACTERISTICS

- ✓ ALL BEHAVIOR HAS MEANING.
- ✓ BEHAVIOR IS LEARNED.
- ✓ BEHAVIOR THAT BRINGS REWARD WILL BE REPEATED.
- ✓ BEHAVIOR THAT IS REPEATED BECOMES HABITUAL.

BEHAVIOR CAN BE CHANGED

- ✓ WHEN A BEHAVIOR HAS BEEN A PART OF AN INDIVIDUAL'S REPERTOIRE FOR A LONG TIME, IT MAY BE DIFFICULT TO CHANGE.
- ✓ SOME BEHAVIORS THAT ARE PERCEIVED AS "DIFFICULT" OR "CHALLENGING" MAY BE USED TO COMMUNICATE NEEDS OR TO GAIN THE ATTENTION OF OTHERS.
- ✓ PLANNING STRATEGIES DESIGNED TO CHANGE HUMAN BEHAVIOR SHOULD BE BASED ON OBJECTIVE DATA.
- ✓ EACH PERSON LEARNS IN DIFFERENT WAYS AND RESPONDS TO DIFFERENT TEACHING STRATEGIES
- ✓ ENCOURAGEMENT AND POSITIVE REINFORCEMENT ARE STRONGER TEACHING TECHNIQUES THAN DISAPPROVAL AND PUNISHMENT.

TRANSPARENCY #3

BEHAVIOR

BEHAVIOR MUST BE OBSERVABLE:

✓ IT CAN BE SEEN

✓ IT CAN BE HEARD

✓ IT CAN BE IDENTIFIED

BEHAVIOR MUST BE MEASURABLE:

✓ IT CAN BE COUNTED

✓ IT CAN BE TIMED

From "A Training Program for Paraprofessionals Working in Special Education and Related Services" (2nd edition, 1990). National Resource Center for Paraprofessionals in Education and Related Services, City University of New York, 1990.

UNIT VI - INSTRUCTIONAL METHODS FOR FACILITATING TRANSITION

OVERVIEW

The activities in this unit build on the more generic instructional interventions presented in the previous sections. In this training session(s), paraeducators will learn additional skills they can use to assist students to make the transition from school to adulthood. Participants will learn and practice skills that will prepare them to assist students to achieve personal goals and maintain greater control over their destiny when they leave school.

The training activities contained in this unit address several topics and curriculum areas. This is necessary in order to provide the participants with: 1) a knowledge of challenges confronting all students when they leave school and most especially young people with disabilities and 2) an understanding of the skills paraeducators require to work in community learning environments and job sites, without immediate supervision, while keeping lines of communication open between themselves, teachers, students, parents, employers and the public, and to be aware of the limits of their authority. The instructional objectives for this unit reflect the diversity and complexity in the skills and knowledge transition trainers and job coaches require to carry out their assigned tasks.

INSTRUCTIONAL OBJECTIVES

The paraeducator will be able to:

1) Demonstrate an ability to assist other members of the planning team to assess education and transition support services required by a student with learning or development disability.

2) Demonstrate an ability to use effective, age appropriate instructional interventions in community learning environments to prepare a student for independent or supported living.

3) Demonstrate an ability to use effective, age appropriate instructional interventions in work sites to prepare students to enter an occupation or to work in a supported employment program.

4) Demonstrate an ability to use effective, age appropriate instructional interventions to reinforce and strengthen social, language/communication, problem solving and advocacy/self-determination skills.

5) Demonstrate a knowledge of health systems, rehabilitation and vocational services, self-help and advocacy groups, regulatory agencies, religious and other community based organizations available to provide services, support and assistance to students with disabilities and their families.

EQUIPMENT AND MATERIALS REQUIRED

- A flipchart and easel or chalkboard.
- Copies of the handouts, exercises and worksheets for this unit.
- Copies of state and/or district guidelines for delivering transitional services in community learning environments.
- If they have been developed, obtain copies of forms used by your district for recording information about student performance in community learning experiences or at work sites.
- A glossary of terms used in vocation/transition services in your district or state.

TIME REQUIRED TO PRESENT MATERIAL

The time required for this session will depend on the nature and number of activities you select.

BEFORE THE SESSION BEGINS

- Review the Background Materials, Handouts, Exercises, district policies and job descriptions for transition trainers, and/or job coaches, and the suggested activities that are part of this unit as well as other material available to you about instructional strategies for preparing students to make the transition from school to the next phase of their lives. Select the activities that will meet the needs of the participants in this training session. The activities you choose will be based on job descriptions and personnel practices developed by your district or agency for providing community based learning opportunities for students.

- Develop a brief lecture that 1)reviews the roles and contributions of paraeducators in the transition process; 2) outlines the objectives for this unit; 3) describes the skills the paraeducators will learn, and 4) describes categories and complexities of skills and knowledge students and their parents require to insure a smooth transitional period.

- If you have not taught the module "Developing Self-Esteem and Autonomy" you may want to review it and consider incorporating some of the suggested activities in this session(s).

- Develop a glossary of terms used in your district and state connected with the delivery of transitional, vocational and other support services. The list might include definitions of services, resources, and the agencies that provide them. For example: 1) Supported Employment; 2) Work Study; 3) Independent Living; 4) Supported Independent Living; 5) Transition Training; 6) Supplemental Security Income (SSI); 7) Social Security Disability Income (SSDI); 8) Employment ID Card; 9) Medicare and Medicaid; 10) Rehabilitation Services; 11) Job Development, and 12) Cueing, Prompting and Fading.

- Schedule and invite representatives from state and federal agencies with responsibilities for providing services or administering regulatory procedures connected with guaranteeing the rights and entitlements of youth and adults with disabilities. Ask them to share information about procedures for: 1) applying for social security and employment ID cards; 2) for gaining access to support services and resources available to adults with disabilities and their parents (e.g. rent supplements, SSI, SSDI, medical services and benefits, case work assistance, vocational planning and training.)

- Schedule and invite a second panel of representatives from local social and rehabilitation services provider systems, religious organizations and/or non-profit agencies, advocacy organizations and other groups that provide support or assistance to adults with disabilities and their families. Ask them to: 1) share information about services and resources available from their agency and how to gain access to them: (health care; vocational training, counseling, placement; community recreation programs available to all people; transportation services; post-secondary education; support personnel); and 2) offer suggestions and strategies paraeducators can use to maintain a close liaison with the agency or organizations.

- On the flipchart or chalkboard list the questions paraeducators should ask and answer when preparing to conduct a training session in a community learning environment or worksite. (The questions are contained in the next section - "During the Sessions.")

- Make copies of the Information Handouts, Background Materials, and Exercises.

DURING THE SESSION

¶ Deliver the brief lecture stressing the diverse nature of the skills and knowledge young people require to enter the world of work, attend post-secondary education, and live independently or with support services.

¶ Distribute the glossary of terms; review it with the participants. During this discussion, with the assistance of the participants, develop a list of questions they want representatives on the two panels to address.

¶ Introduce the members of the panels representing the various provider agencies and support groups. Encourage the participants to make notes and be prepared to ask the questions developed by the class or new ones that may occur to them during the presentations. Or,

¶ If time does not permit you to conduct the panel during the class, ask members of the class to make appointments to visit individual agencies and gather information about the services or assistance the agency can provide to young people and their parents. Encourage them to use the questions developed by the class to structure the meetings and to prepare a one page report about the agency they can copy and share with their classmates.

¶ Divide the participants into groups of 4 or 5. Depending on the number of groups, ask members of one or more groups to work together to develop and record a list of functional, communication and social skills students may require to meet workplace expectations (e.g. learning job tasks/duties, staying on task, following instructions, observing routines and schedules set by the employer, asking for assistance, using self control). Ask members of one or more of the remaining groups to work together to develop and record a list of functional, communication and social skills students may require to live independently or with support/assistance (e.g. plan meals, shop, maintain a safe environment, develop friendships, participate in preferred leisure activities, obtain support services). NOTE: You may want to refer participants to the Communication and Social Skills Inventory they completed during Problem Solving and Communication sessions in the module on Strengthening the Instructional Team.

¶ Ask for volunteers to read the list developed by their groups; record the responses on the chalkboard/flipchart; comment on the similarities and distinctions in the skills required for the different areas.

¶ Distribute Exercise 1, "A Problem Solving Exercise." Review the goals of the activity and discuss the instructions. Ask the participants to work in pairs to develop strategies they would use if they were confronted with these situations. Ask them to be prepared to discuss their ideas with the rest of the class.

¶ Lead a discussion of prompts and cues paraeducators can use to establish and maintain attention, demonstrate the skills, model attitudes and behaviors. Stress the importance of fading as an instructional intervention.

¶ Lead a discussion of the following questions paraeducators need to ask and answer to successfully carry out training sessions in a community learning environment and to share the results of the training with their supervising teacher.

1) Do I understand the purpose of this lesson? (Is the purpose to train the student to use public transportation, obey traffic lights and other safety rules when crossing the street, or to stay on task at a work site?)

2) What is my role in presenting the lesson? (Is it to assist the student to gather personal information required to apply for an employment ID card, introduce the student to a new work site and co-workers, observe the student to determine if s/he is using correct procedures at a job site?)

3) If the student is not responding well to the training and I change the instructional strategies developed by the teacher will it change the goal of the lesson? Do I need to discuss the changes I want to make with the teacher?

4) What is the most important thing for me to do during this lesson? (Help the student to increase productivity, follow instructions, answer questions/ concerns about the program from people we come into contact with during a community centered lesson?)

5) Am I prepared to reinforce correct responses of on-task behavior? (What reinforcement will I use, when/how will I use it?)

6) What cues, prompts, guidance will I use? Is it time to start to fade assistance? Do I need to discuss this with the teacher?

7) How will I gather and record information about student performance? How will I share the information with the teacher?

¶ Distribute Exercise 2 "Evelyn's Story." Divide the class into groups of 3 or 4. (It would be a good idea to reassign the participants to new groups). Ask them to read the case study and 1) identify Evelyn's strengths, likes and dislikes, and learning styles, 2) list barriers that may impede learning new skills, 3) discuss possible goals for Evelyn's last year in school, and 4) suggest methods transition trainers could use to help her achieve these goals.

¶ Ask the individual groups to select one of the skills Evelyn needs to strengthen in order to make a successful transition to supported living and work. Distribute Exercise 3 "Worksheet for Individualizing A Lesson" for the groups to use as a guide when developing the lesson.

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INSTRUCTIONAL METHODS FOR FACILITATING TRANSITION

INTRODUCTION: One of the most critical periods in the lives of all young people is the point when they leave the relative security of school and move into the world of work or post secondary education and continue the process of becoming adults. Identifying special interests, talents, and career preferences, determining whether to enter the job market immediately or to attend a technical school or university, deciding whether to remain in their parents' home or to move into another living arrangement, making new friends are just a few of the challenges confronting all youth during this transition stage.

All adolescents require support and encouragement from parents, caregivers, educators and friends to enable them to move on to the next phase of their lives. Most students who have learning, physical and sensory disabilities make smooth transitions to college or a job. They are able to live independently, participate in social and entertainment activities and find employment by relying on traditional support systems available to their peers without disabilities.

Still other young people with disabilities are able to make successful transitions when provided with specialized vocational and transitional training prior to leaving school, or short term services from adult services delivery systems. The training may include: 1) learning about supplemental financial programs and entitlements available to them and their families and how to gain access to the services; 2) vocational planning and education, and 3) opportunities to strengthen self-advocacy, social and problem solving skills in community centered learning environments.

Youth who have developmental and other more limiting disabilities are capable of working productively and living in homes of their own choosing when they have personalized assistance and structured services that may begin during their school years and continue as they proceed through life. There are many sources of support for young people with severe disabilities. Assistance may come from parents, spouses, friends, neighbors and co-workers. Or it may be available from religious organizations or mutual self-help/ advocacy groups.

These natural forms of support frequently need to be supplemented by personnel from education and other human services agencies. Indeed, staff in publically funded administrative and provider agencies play a critical part in defining the range, type and quality of interactions between people with disabilities and other members of their community. The primary role of all agency personnel should be to strengthen the connections between the community at large and people with disabilities.

TRANSITION PROGRAMS: The world is a complex place where situations, rules, attitudes and life styles are in a constant state of change. To prepare them to cope with the changing environments, students in transition programs require coaching in many curriculum areas. Some relate to the functional skills and information they require to meet work place expectations, to live independently or with continuing support, to participate in preferred leisure activities. Others are connected with strengthening social and problem solving skills that will enhance their capacity to achieve personal goals. Increasingly, school districts rely on ITPs to assist in planning for the future and preparing students to anticipate and deal with transition issues.

FUNCTIONAL SKILLS: To insure inclusion in all aspects of community living, young people with disabilities need opportunities to apply and practice functional skills that include: 1) using public transportation; 2) planning and preparing meals; 3) shopping; 4) maintaining safe environments; 5) staying on task; 6) completing tasks; 7) following work rules; 8) managing money alone or with assistance; 9) acquiring medical services; 10) gaining access to financial and personalized support systems and more.

SOCIAL AND PROBLEM SOLVING SKILLS: Because the world is so complex, it is impossible to prepare youth for every situation that will confront them once they leave school. Thus, while they are practicing functional skills of daily living and learning to perform duties at work sites, it is important for students to increase self-confidence by mastering social, problem solving and communication skills that will help them avoid isolation and participate actively in community events, make new friends, and live independently or with support. These skills include but most certainly are not limited to preparing young people to: 1) organize and maintain control over their environments; 2) determine personal goals; 3) identify barriers to achieving their goals; 4) develop strategies to reduce the barriers, and 5) make choices based on available options.

Among the most critical social and communication skills required by students to avoid isolation and full participation in community events are: 1) learning to monitor and control their behaviors; 2) listening and asking questions; 3) requesting help or guidance; 4) communicating feelings and needs effectively; 5) sharing with others; 6) helping others; 7) dealing with peer pressure and 8) problem solving.

APPROACHES TO COMMUNITY CENTERED TRAINING:* Increasingly, paraeducators are being called upon to extend the availability of vocational and individualized community learning experiences. The following sections center on providing paraeducators with skills they can use/adapt to coach students participating in supported employment, work/study and other transition activities.

When the instructional team plans lessons for achieving the goals of the ITP they take into account many factors including the requirements of the transition curriculum, the learning styles, interests and functional level of each student in the class. They select interventions for: 1) increasing skills for learning more effectively (e.g. enhancing visual/perceptual, listening, communication skills, and extending time spent on task); 2) establishing instructional objectives with clearly defined steps/sequences for teaching a skill; 3) developing mechanisms for mastering skills through practice and applying them in other settings; 4) identifying reinforcement techniques and determining how they will be used, and 5) assessing the results of the instruction.

INSTRUCTIONAL STRATEGIES: Lesson plans are written descriptions for day to day activities that serve as a guide for the transitional team. They help the team stay on course and insure that teachers and paraeducators are working toward the same goals This is particularly critical in a transitional program where paraeducators spend so much of their time away from the building and are not always able to consult daily with the teacher. The format of the lessons vary from teacher to teacher and school to school. In general, they include: 1) long range goals; 2) objectives for the lesson; 3) an outline of activities and instructional activities, and 4) procedures for data collection and recordkeeping about student performance.

KNOWING THE STUDENT: For paraeducators to work effectively with individual students they must have an understanding of their characteristics and interests. There are many factors that influence how people learn, and students with disabilities learn through a variety of modalities. Some need to have detailed lessons planned and presented in small sequential steps. Others thrive on setting their own learning goals and helping to plan their own instructional program. Some students will start a task and stay with it until it is

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Some of the content in this and the following units has been adapted from: Haley, P., Steury, C. and Westlin, G. (1990). "Expanding Traditional Roles in Vocational Work Experience Programs: A Course of Preparation for Paraeducators." Portland, CDRC Publications; and Wood, J. (Undated). "Independence with Support". Jonesboro, Arkansas, Focus, Inc.

completed. Others are easily distracted and need to be constantly motivated to move onto another activity. All students require feedback to know whether they have performed the task correctly. Some require immediate external rewards; others are motivated to learn by achieving the goals they have set for themselves.

Some students learn more easily by watching a skill being demonstrated. Some like to listen to the information or hear directions presented one step at a time and nearly all students learn by applying and practicing skills in community learning environments.

ESTABLISHING AND MAINTAINING ATTENDING BEHAVIOR: In transitional programs and vocational education programs, because the instruction is taking place in a community setting or worksite, it is almost impossible to find a place that is free of competing stimuli. There may be many people around involved in diverse activities, therefore, the paraeducator must rely on many strategies to keep the student involved and on task. They may include: auditory cues saying the students name, visual cues (eye contact, pointing to the item), tactile cues (touching the student's hand).

PRESENTING INFORMATION AND ELICITING RESPONSES. When lessons are initiated, it is essential for the student to understand what tasks s/he is expected to perform. (Is the purpose of the lesson to practice crossing the street following traffic lights? Is it to build speed on the job? Is it to plan a menu for lunch and then shop for the ingredients?) Is it to contact another agency for assistance?)Directions should be clear and precise. In some cases it may be necessary to provide different degrees of guidance to the student as s/he practice the skills. This is referred to as prompting and there are several methods that can be used including:

- demonstrating/modeling (showing how an activity should be performed)
- physical/guided prompts
- visual prompts
- verbal prompts
- fading assistance

An important characteristic of these prompts is that they move from providing direct assistance to gradually withdrawing all assistance. Responding to a request for help from the student when it is appropriate can reduce frustration, keep the student on task and enable the student to master the task. It is critical that paraeducators understand the difference between providing the student with answers and enabling him/her to use a process for determining a solution on his/her own; or in assisting the student to learn the assigned task at the work site and to actually perform it alone within the time scheduled versus doing the job for the student.

REINFORCING CORRECT RESPONSES AND ATTENDING BEHAVIOR. In Part 1 of this module the paraeducators learned several methods for increasing appropriate behavior, including reinforcement. When they conduct one to one training sessions in community environments there are several things paraeducators must keep in mind about reinforcement. The first is that it is a powerful tool that may unintentionally be used to reinforce challenging behaviors; therefore, the reinforcer should be used following a correct response, or immediately after a positive behavior. Reinforcers that are used with an individual student should be age and culturally appropriate, and a reinforcer should have meaning or value for the student.

RECORDING INFORMATION ABOUT STUDENT PERFORMANCE. Evaluation activities that focus on the student involve gathering information about progress, teaching methods that are effective and what rewards are most reinforcing. On-going evaluation is important to keep track of what is happening to the student and discover what needs to be changed for more successful learning. Final evaluation will be done for the cumulative file, to assess whether the objectives of the IEP/ITP are being achieved, and reports to parents using the data gathered during instructional activities. When evaluating students, these are some of the questions that might be asked:

- What distractions most frequently interfere with learning during transition or job training sessions?
- Which rewards work best for this student?
- What progress has the student made?
- Does the student ask relevant questions about a task or workplace expectations?
- Does the student listen to and follow instructions?
- Does the student ask for assistance if required?
- Is the student becoming more independent?
- Does the student make choices based on personal preference?
- Is the student using his/her learning in different settings and situations?
- Does the student work well with others?
- Does the student express feelings and opinions appropriately?

A PROBLEM SOLVING ACTIVITY

DIRECTIONS: During all phases of transitional and vocational training, paraeducators and the students they work with will come into contact with many people including: employers, co-workers, clerks in stores, bus drivers, members of the general public, representatives of human services agencies that provide many forms of support and assistance. Review the following scenarios and develop one or more strategies you might use to prepare the student to cope with the situation. Be prepared to discuss your ideas with the other members of the class.

1. You are training Jerry to recognize and follow traffic signals. A jay walker crosses the street against the light and Jerry tries to cross with her. When you take Jerry's arm, he begins to yell at you and then refuses to cross when the light changes. What will you do?

2. John works for a catering company serving a major airline. You trained him to set up the meal trays for the Coach Class and faded your assistance several weeks ago. Yesterday the teacher received a call from John's supervisor. John had been transferred to doing the trays for the First Class section which required him to fill small salt and pepper shakers and place them on each tray rather than wrap individual packets in a napkin. Filling the shakers was difficult for John - so he substituted the packets. The supervisor tried several ways to help John fill the shakers and do the job properly. Finally, John threw several shakers on the floor and stormed out. The supervisor says they need someone for the job who is flexible and can be assigned to different tasks at a moment's notice and John does not seem to be able to do this. What can you and the teacher do to assist John and the supervisor?

3. You are teaching Joanne to use an automatic teller machine (ATM). She keeps punching in the wrong access code and starts to pound on the machine when she does not receive the money. There are three or four people in line behind her. The bank manager approaches you, says Joanne is annoying the customers and asks you to use another branch. What strategies would you use to assist Joanne and to help other people understand the situation?

4. You are training Bob to wash dishes in a restaurant. A co-worker who Bob likes very much, begins to talk loudly and tell off color jokes in the dishwashing area. Bob stops work, laughs and applauds the performance. How would you handle this?

5. You are teaching Grace to use public transportation and she has been doing very well. The teacher and her parents agree it is time for her to solo. The first day she tries to travel from home to school she takes the wrong bus, becomes very confused and starts to cry. The driver comforts her; it is a while before she is able to tell him her home number and the number of the school. When he is unable to reach her parents he calls the school. By the time he reaches you he is very unhappy with you, the school, and her parents for not taking better care of Grace. How would you handle this situation?

6. Matthew is learning to be a janitor at the elementary school. He mops the floors in the main hall daily. The principal stops him in the hall to tell him that he must mop under the lockers as well and not to forget. At that point, Matthew becomes angry, throws down his mop, and walks off the job. How can you intervene to teach Matthew to respond properly to criticism?

7. While Joyce is a very shy, quiet student, she has made many good friends in school. Most of them are scattered around the small midwestern city where they live. Joyce is really worried about what will happen once they complete school and can no longer attend school dances, ball games and other activities where they can meet for leisure time activities. This is a particular concern since she finds it very difficult to start conversations and reach out to people she does not know. How can you help Joyce overcome her fears, help her strengthen her ability to interact with new people, and develop ways to stay in touch with her friends?

EVELYN'S STORY

INTRODUCTION: Evelyn Durbin is 16 years old and lives in an old mill town near Boston. Her parents were killed in a car accident six years ago. Since that time she has lived in a foster home. Evelyn has become an important member of her foster family - the Bermans. Mr. and Mrs. Berman will be 65 shortly, and plan to retire in Florida after Evelyn completes school. Evelyn has a sister, Clare, who is twenty years older. Clare and her husband Fred have two sons about Evelyn's age and they live in New York City. Evelyn, Clare, Fred and the boys have a warm loving relationship. Evelyn spends as many Jewish and public holidays with them as she can. She also visits them for a week or two every summer. (She says, however, that the "Big Apple" makes her nervous and that's about all she can take at any one time.)

While it has been difficult, Clare has attended most of Evelyn's IEP/ITP meetings since her parents died. She has encouraged Evelyn to be an active participant in these meetings as well as the talks she has with the Bermans about Evelyn's future. For the last six months Evelyn, Clare and Mrs. Berman have been discussing the pros and cons about where Evelyn should live. Together they have decided that if they can put the pieces together they would like Evelyn to live in the city where she has grown up, has friends, and natural support systems including members of the synagogue she has attended since she was a child.

The first of a series of meetings has been scheduled to begin to plan Evelyn's ITP. In addition to Clare, Evelyn, and Mrs. Berman, the other members of the team represent the school district and local agencies that provide social, rehabilitation and vocational services to adults with disabilities, a member of the synagogue and other agencies that may be able to provide personalized support or financial assistance to Evelyn.

To make the decisions about Evelyn's long range transition goals and the strategies they will use to achieve them, the entire team needs to learn as much about Evelyn's strengths, learning styles, likes, dislikes, education needs as they can. Evelyn's principal teacher, a paraeducator who works with her in her work study program, a rehabilitation counselor, Clare and Evelyn have worked on different parts of the report the other members of the team will discuss.

EVELYN'S PROFILE: Evelyn has a learning disability described as severe. She does simple addition and subtraction problems, reads important safety words and knows symbols. She wears glasses and is considered legally blind. In addition to low vision she has trouble with depth perception. These problems influence her eye-hand coordination and make it difficult for her to do some tasks that require fine motor skills. They also create problems for her when she has to get on and off a "down" escalator, or go down-stairs when there is no hand rail. She loves to watch General Hospital (a soap opera),

listen to Country and Western music, and shop anytime - anywhere as long as she is with someone. She does not like to make decisions on her own. She loves Chinese food, likes to experiment with other food and likes to eat out as often as possible. When she goes to New York to visit Clare's family, she prefers to take the plane rather than the train. She says "trains are slow and boring." She has four very good friends at school and spends most of her time with them. When teachers and other adults encouraged her to take a pottery class, because she likes to make things, she refused saying "new kids will make fun of me and what I do." While crowds "make her nervous," she does look forward to going to the synagogue for Saturday services.

Evelyn dislikes going on escalators, riding buses, snow/ice, doing dishes, sitting still, scary movies and bowling. She also dislikes being alone for more than an hour. She is also afraid of new situations.

During the last year, she has participated in a work study program under the supervision of an instructional paraeducator. During this vocational training experience she has demonstrated the ability to carry out tasks that require up to three steps to complete. While Evelyn talks about how important it is to finish a job once she starts it, she is easily distracted by noises or other people and frequently gets up and wanders around when she becomes "nervous". Although she asks many questions and seems to want assistance, she does not follow instructions when they are presented orally. She seems to learn more effectively when she has a chance to watch a demonstration, feel the equipment or material and has a chance to practice the skill. Tactile cues and prompts are usually more beneficial than verbal or visual cues.

While living with the Bermans she has learned to use a washer and dryer and has come to appreciate no wrinkle clothing since she dislikes ironing. She uses a microwave oven and can prepare meals on a gas stove. She learned to use a rotary dial phone and finds it difficult to master a pushbutton phone. Indeed, she has been known to throw the receiver across the room and yell at it when she cannot complete her call as dialed. She takes daily showers and washes her hair unasked and without assistance. She knows how to walk to the synagogue but does not know the route to the post office, bank, or hospital.

She understands the value of saving money from her allowance to buy special things, but she has not yet learned to manage money or maintain a checking account with or without assistance. Because of her dislike for buses she prefers to take cabs and calls them to pick her up - even though she does not have the fare.

The ITP team has decided that Evelyn will benefit from living in a supported indepen-dent living arrangement. Initially, she and Tabatha a friend from school will live in a cooperative apartment with two other young women. A staff member employed by

one of the advocacy organizations will live with them and assist them to learn new skills or practice and maintain skills each person has. A search for an apartment is underway. (Evelyn will probably have to learn to use a laundromat because most buildings do not provide these appliances.) She is going to need to learn how to travel to and from work and home without calling a cab, manage her income when she starts to work full time and much, much more.

A job in a supported employment program operated by the school district and another agency has opened up. Currently she is working three afternoons a week and Saturday mornings. The team decided to take this approach in an effort to help Evelyn learn to stay on task, follow instructions, and increase her self-confidence while she is in school. She has a social security card but has not applied for an employee I.D. card and financial assistance she may be eligible for.

WORKING WITH FAMILIES

OVERVIEW

During the era when services were provided in institutions, children and youth with severe disabilities were often committed to large, congregate care settings, at birth, or when they became troublesome teenagers. Because there was little support in the community, this usually was the only viable alternative for families. Unfortunately, the institutions were residential in nature, so commitment meant that the person left his/her home and moved physically into another setting.

Almost everyone has experienced the move of a family member out of the home -- to college, to a job in another city, or when a marriage takes place. The phenomena that takes place is sometimes called, "closing the gap," as the family circle tends to become smaller in its daily activities. The person moving is not forgotten, but is no longer part of daily routines.

When a person with disabilities moved on a permanent basis to a large residential setting, the gap in the circle usually did close, and for all practical purposes, the person was no longer a part of family events.

Parents resented the fact that they had to obtain services for their children with disabilities through such a mechanism. In the 1950's and 1960's, they began to band together and to develop and promote local community services so that their sons and daughters could remain at home.

Even in those progressive days, however, the family was often excluded from planning and implementing services for their children. Many staff and parents remember planning sessions held for children with disabilities while the family waited in another room for the results of the meeting.

The passage of P.L. 99-457 has had a significant impact on meeting the needs of families. Today, there is an awareness of the importance of the family in the life of a child. It took a long time, but people now realize that, no matter what staff are in and out of the child's life, the family always remains. The family, good, bad, or indifferent, is and will remain a significant part of a child's life no matter whether s/he has a disability or not.

Since the above is true, it only makes sense for educators to work closely with family members as planning is developed and carried out for an infant or young child with disabilities. In this module, ways and means of cooperative planning and implementation of services are discussed.

INSTRUCTIONAL OBJECTIVES

The paraeducator will be able to:

1) Discuss the varying definitions of "family" in the 1990's, including broad extended families, single-parent families, families which include significant others who may not be related by blood or marriage, families in which the grandparents carry out the traditional "parental" role, and all the other configurations, and write a definition of "family" today;

2) Describe and discuss the role of the family in an individual's life span;

3) Describe why it is important that the family take part in conceptualization, implementation and evaluation of the family educational plan designed for their child;

4) Describe why it is important that the family maintain an active role in the instructional activities carried out by the paraeducator and the associated team members, and

5) Design activities in which family members assume the primary role in the instructional activities prepared for their child.

TIME REQUIRED TO PRESENT MATERIALS

This module will require approximately two hours to teach.

EQUIPMENT AND MATERIAL REQUIRED

In order to teach this module, you will need:

- A flipchart and easel, or a chalkboard.
- Copies of the Background Material, exercises and instructional objectives for every trainee.
- The policies and procedures of your district or agencies concerned with active parent involvement in developing the IEP and/or the ITP.

BEFORE THE TRAINING SESSION

- Read the material in this module thoroughly. Compare the information with other material you have read and with your own life experiences. If your school or agency has policies or regulations that apply to work with families, obtain copies.

- Prepare a short lecture on the material which includes references to any school or agency policies or procedures that apply. It is a good idea to include your own experiences in the lecture; these anecdotes make the lesson come alive for those who are listening.

- Make copies of the handouts, exercises, and instructional objectives. (In this module the Background Materials are designed to serve as the informational handouts for the trainees.)

• Write the definition of "family" from the text (See Page 1 of the Background Material) on the flipchart or chalkboard.

DURING THE SESSION

¶ Begin the session by reviewing the material included in the overview of the module. Remind trainees that it wasn't so long ago that children and adults with disabilities often spent their lives in institutions. Invite class discussion and questions as you proceed. Ask class members if they have personal anecdotes to relate about their family's experiences with family members with disabilities.

¶ Use the definition of "family" written on the flipchart or chalkboard to guide the discussion. Invite the class to participate actively in developing their own definition. The discussion should make the point that "family" is difficult to define because there are so many configurations.

¶ Continue with the discussion using the material from the section called, "Defining a Family." After you have briefly described the numbers and kinds of possibilities there are for "families," hand out Exercise #1. Explain that it is not meant to be a sensitivity exercise, so class members may describe another family than their own. Go over the instructions with them and allow 15 to 20 minutes for completion.

¶ Once the drawings are completed, suggest that each class member explain his/her drawings to other class members. People usually like this exercise and have a lot to say, so allow twenty minutes.

¶ Continue with the discussion, using the material from the section entitled, "Roles of the Family." It is important to emphasize that family roles change as children grow and develop, but that in most instances, the family remains a part of the individual support system.

¶ Distribute Exercise #2. It is possible for class members to have a little fun with this exercise as they write down <u>all</u> the roles parents may play; be sure that the lists are complete. In the second section, again be sure that the trainees are inclusive of <u>all</u> the possible roles. Allow 15 minutes for completion of the exercise. Then, invite trainees to share their lists with the whole class.

¶ Introduce the idea of total family involvement in the conceptualization, implementation and evaluation of the different individualized plans. Again, emphasize the critical part the family members play in a child or youth's development and the utmost importance of their being a part of all planning and evaluation.

¶ The last three exercises are designed to emphasize the importance of the components of conceptualization, implementation and evaluation. (The "<u>Special Questions</u>" are designed to stimulate further discussion. You may have them answered and discussed by the small groups or you may want to ask the whole group to respond.) You may use these exercises in either of two ways. 1) You may want to split the class into three groups and give each

one an exercise to complete. If you use this method, ask each group to be very thorough. Allow about thirty-five minutes for task completion and reportbacks; or 2) You may want to split the group into three-to-four-person work groups and ask each group to complete all three exercises. If you have the time, this second suggestion is preferable as it allows each class member to look at all three components. If you choose this method, allow forty-five to fifty minutes for task completion and report backs.

¶ Ask the participants to work together as a team to gather information about 1) advocacy organizations concerned with increasing the skills of parents to serve as advocates for their children, and improving the availability and quality of services for children and adults with special needs; 2) mutual self-help support groups or parents and other caregivers who have children with a specific disability, and 3) social service health care, education and other provider systems that offer services for families. They may want to visit some of the agencies to interview staff and gather information or they may want to call or write to ask for information about the nature of the services the agency provides, who they serve, the cost of the services, etc. When the project is complete, ask the members of the class to share with one another the information they have accumulated and then make individual resource files to use on-the-job.

¶ Invite a panel of parents who have children with disabilities to attend a class session to share their experiences and insights with the participants.

WORKING WITH FAMILIES

DEFINING A "FAMILY". Families come in many sizes and shapes. When an individual says the word, "family," the image for each listener assumes a different configuration. There was a time when everybody knew what a "family" was -- mother, father, sister, brother, with grandparents and aunts and uncles living close by. When any family member needed help there were people close enough to respond.

When the American West was settled, some of the images of families began to change. The pioneers who traveled west in covered wagons usually left their families behind. A small unit, consisting of a male and a female adult and possibly some children, gathered itself together and headed for the frontier where they lived alone and unsupported by the larger family. Even so, the definition of "family" remained relatively stable until the last thirty years during which considerable changes have occurred.

A high divorce rate in the United States has, of course, made a difference in family configuration. With marriage, divorce and remarriage, some children have full brothers and sisters, half brothers and sisters and step brothers and sisters. In other cases, the divorce means that children are being reared in a single-parent home.

Society no longer insists that parents must be married, so that the traditional value of husband and wife is changing and people are coming to see that loving parents need not be married. As society has become more mobile, grandparents, aunts and uncles often live far away. Instead of being an integral part of the family, their participation is limited to five or six days a year in a relatively restricted format.

For the purposes of this module, a working definition of "family" is presented.

- A family is two or more individuals who may or may not share blood ties or be related related by marriage, who share similar values and attitudes. Adult members of this group take responsibility for the children living with them by providing for education, values training, clothing and food. The individuals in the group see themselves as united in their goals and aspirations.

(This definition includes adolescents, who may have times when they actively reject all of the above, but who usually remain a part of the family group.)

THE ROLES OF THE FAMILY. For many people, there is no more satisfying feeling than that of being part of a family. Taking part in activities with people who know one, "warts and all," is generally supportive and relaxing. Even though many families have moments of disagreement when crises occur, they pull together to cope with whichever of life's events is currently challenging.

The birth of a child who is identified as having disabilities presents a crisis for many families. Throughout a pregnancy, family members often envision a "perfect" child. The knowledge that the newborn has disabilities which may prevent him/her from participating fully in life is sobering and often frightening. In many cases, it is the first time that such a challenge has occurred to that particular family.

The family plays an important role in the early years of any child with disabilities. It is usually left to parents to discover community services, to find appropriate educational settings, and to discover ways and means to pay for requisite equipment and medical interventions. P.L. 99-457 mandates early services to youngsters with disabilities, but parents or other family members need to learn about its provisions and to make contact with school personnel.

As services are developed for young children, the family plays an important role. Although it may be possible for a school representative, teacher or paraeducator to provide regular visitations to the home, it is not possible for either to be there all the time. Therefore, it is necessary to assist family members in learning how to respond to the needs of the child and how to carry out interventions that will support the infant or toddler as s/he grows.

Through the years, the family will continue to be the mainstay for the child. When services falter, or additional crises manifest themselves, the family remains the primary resource. Indeed, in the adolescent years, as with other teenagers, the family may be the only group which remains firmly in the individual's corner.

The design of community services in America predicates a series of events that may not be well coordinated. The public school system has primary responsibility for an individual until s/he attains an age of majority. Then, the responsibility is usually shifted to a community agency which may have waiting lists. Throughout, most families must be assertive in their search for appropriate services and settings for their family member and they must continue to provide emotional and other support.

CONCEPTUALIZATION, IMPLEMENTATION AND EVALUATION OF THE INDIVIDUAL PROGRAM PLAN. Each of us think of ourselves As individuals, with individual rights and responsibilities. Most of us, however, are also part of a family system which, as was discussed above, plays an important role in the life of the person.

For many years, individual planning for children and youth was carried out by teachers, paraeducator and other education human services and medical personnel without much regard for the views of other family members. It was assumed that whatever plan was developed, the family would agree and would participate as directed. Such an assumption seems pretty silly but, for whatever reasons, it was made over a period of years.

In the 1990's teachers, paraeducators and other service providers are aware that the family must be a part of the whole planning process. That means that they must take part in the conceptualization, implementation and evaluation of the planning.

When the family participates in planning meetings, it will come with information about the child that cannot be obtained anywhere else. It can be blended with the educational information obtained by the schools and other provider agencies in order to form a complete picture of the child. For example, one paraeducator who was accustomed to helping four-year-old Susan eat by feeding her at each meal, was amazed to learn from her mother that Susan regularly fed herself at home and, according to her parent, was "only a little sloppy" in doing so. This example is fairly obvious but there often are activities that occur one place and not the other.

As the individual family service plan is developed, it is necessary that it fit with family priorities and plans. The most complex educational activities can be written but unless they meet the needs of the family and are supported by the family in the home, they often come to nothing. A family will support what it sees as important; if the activity seems pointless to family members, it will not be reinforced or carried out at home. Therefore, the family needs to be part of the conceptualization of the planning and they need to be given opportunities to state their priorities and needs before the plan is written.

As implementation of the plan occurs, it has a better chance of being effective if the family is involved. Any activities designed to help the child develop and attain new skills will be more effective if they are implemented at home as well as at school and if they are reinforced in both places. As was stated above, it is not possible for teacher or paraeducator to be in the home all the time, so when the family assists in implementation, the plan will be more successful.

The last component of the process, evaluation, should also be carried out by families. Successful teachers and paraeducators recognize that informal evaluation is taking place all the time. When asked, family members usually have a pretty good idea of what is going on in the educational program and they have decided opinions on its success or failure. Ensuring that the family is part of the formal evaluation process adds to the effectiveness of evaluation. Parents and brothers and sisters can be asked to note certain growth points and they can monitor skill acquisition. In addition, they can provide information that will let the educational staff know whether the planned activities are assisting the child or youth to participate more fully in community activities.

AN ACTIVE ROLE. The family is an integral part of the life of any child or youth. As the youngster grows, the family will change its support for him/her to reflect skill acquisition and maturity, but it remains as a primary source of encouragement, support, and assistance. Although it may be tempting to assume that a teacher or paraeducator has more information about the special needs of a child with disabilities, each should remember that the family probably has much of the most significant information and the family will be a part of the individual's support system for a long time. The family should be an active part of the planning, implementation and evaluation team as well.

EXERCISE #1

DIRECTIONS: Draw enough circles, in any pattern you choose, in the space below that will enable you to describe the members of your family.

Label the circles with the names of family members. Be sure to include all the people that were or are an integral part of your family unit. They may include but are not limited to: mother, father, brothers, sisters, children, grandparents and other significant individuals.

After you have labeled the circles, do the following:

- Draw a line that looks like this _____ to connect the circles where active communication takes or took place on a regular basis.

- Draw a line that looks like this - - - - - - - - - to connect the circles where love or affection was or is strong.

After you have completed your drawing, use it to describe your family to another class member.

**<u>NOTE</u>: This is <u>not</u> a sensitivity exercise. If you prefer to describe another family that you know instead of your own, that is perfectly alright.

EXERCISE #2

There are many roles played by parents in family settings. Below, list as many as you can think of. These might include, nurturer, meal planner, bus driver, housekeeper, and so on and on.

Roles Played by Mother

Roles Played by Father

What other roles do you think are assumed by parents of a youth with a disability? List them below. What additional roles do you think would be assumed by brothers and sisters?

Parent Roles

Sibling Roles

EXERCISE #3

DIRECTIONS: This is a time for problem-solving. Working with a group of three or four people, build a list of suggestions for ways in which the paraeducator can work with a family to ensure that it is actively involved in conceptualizing a services plan for a student who is preparing to leave school. Be sure to include, 1) means of interaction, 2) places to meet, 3) strategies to include the family priorities and 4) tips on ways to ensure that the ideas of all family members are heard.

Special Question: If the parents of the teenager are divorced but both are actively involved with the teenager, what strategies would you use to ensure participation and input from both parents?

EXERCISE #4

DIRECTIONS: Working with the same group of people, list ways below to ensure that family members are involved in implementation of the individualized transition plan for the teenager. Include some specific activities as illustrations of your strategies.

Special Question: If the primary person in the life of a student is a family member other than the parents, how would you change strategies to ensure cooperative implementation of the plan? For example, the primary person may be a grandparent or an older brother or sister.

EXERCISE #5

DIRECTIONS: Working with your group again, outline below strategies for ensuring that family members are a part of the evaluation process. Remember that there is informal evaluation as well as formal evaluative methods.

Special Question: How can the paraeducator work with a family to be sure that the positive characteristics of the student with disabilities are highlighted? Sometimes, it is easy to focus on the needs of an individual rather than to emphasize the positive skills and characteristics.

APPRECIATING DIVERSITY

OVERVIEW

For a good many years, Americans liked to describe themselves as a "melting pot." It was assumed that each of us would lose our individual ethnic or social identities and that we would "melt" and all our neighbors would be like us. Pretty boring. Over the last decade people have begun to recognize that the United States is a "salad bowl." While all of us retain our own unique identity, we also contribute in our own way to the mosaic that makes up the United States. It is true that there are many kinds of us - we are:

- People of Asian descent,
- People of African descent,
- People who are Caucasian,
- People who are Native American,
- People whose primary language is English,
- People whose primary language is Spanish,
- People whose primary language is other than English or Spanish,
- People in one-parent families,
- People in two-parent families,
- People in extended families,
- People who are Jewish,
- People who are Catholic or Protestant,
- People who are Moslem,
- People who are men,
- People who are women,
- People who are young,
- People who are old,
- People with disabilities,
- People who have lived in one house all their lives,
- People who move yearly.

The list goes on and on. Each of us can probably identify with one or more of the categories listed above. If not, we can probably think of other descriptions that fit us more precisely. We are not alike - truly, we are a salad bowl - the mix is what makes our country great and exciting.

We have the opportunity to appreciate one another or to demonstrate our prejudices toward one another. It is important to teach children and youth to appreciate diversity and to be aware of and proud of their own unique identities. To do this each of us must be aware of the personal biases and prejudices we bring to the workplace. Because these attitudes are so deeply ingrained in us, it is very difficult for us to recognize them and to change the behaviors - whether subtle or overt - that are generated by them.

The goal of this module is to help participants to begin to explore their own value systems and attitudes toward people and to try to change the behaviors that may prevent students from appreciating differences in lifestyle, culture and value systems.

INSTRUCTIONAL OBJECTIVES

The paraeducator will be able to:

1) Describe and discuss differences in lifestyle, culture, values and distinctions in the abilities of children and youth in the classroom or program where they work.

2) Describe and discuss ways in which each child or youth makes positive contributions.

3) Develop strategies to increase self-esteem and autonomy in the children and youth they work with.

TIME REQUIRED TO PRESENT MATERIAL

This module will require approximately three hours to conduct.

EQUIPMENT AND MATERIALS REQUIRED

- A flipchart and easel, or a chalkboard.

BEFORE THE TRAINING SESSION

- Read the material in the module thoroughly. Compare the information with the other information you have read and with your own life experiences.

- Prepare a short lecture on the material which includes information about the cultural heritage, lifestyles and value systems of the families of the students represented in your community.

- Make copies of the Background Material, Information Handouts, and Exercises.

- Copy the three problems from the Individual Values section on Pages 2 and 3 in the Background Materials on to a flipchart or chalkboard.

- Invite representatives of different ethnic and religious groups in your community to speak to the class about their rituals and beliefs that may have an impact on how children and youth learn and are educated.

DURING THE TRAINING SESSION

¶ Begin the class session by talking briefly about differences in cultural heritage, life-styles and values. (If you have invited guests to speak to the class you may want to introduce them at this point).

¶ Talk with the class about the value and need to understand and appreciate the diversity in the cultural heritage, lifestyle, and value systems of the children, youth and families paraeducators work with. When you reach the values problems, take them one at a time. Read them aloud from the flipchart and encourage trainees to respond to each.

¶ Distribute Exercise #1 (allow 15-20 minutes for the participants to complete it.)

¶ There are four additional exercises included with this module. It is suggested that you use them all but you should decide when, and in what order you want to use them.

¶ Try to help each trainee understand that differences often are what make people interesting. Rather than being ignored, they usually should be highlighted.

¶ Discuss with trainees the strategy of honoring one child per day. By the end of the session, each trainee should have an idea of how children and youth can be reinforced for positive contributions.

¶ If you sense that trainees are resisting and falling into the trap of criticism of children and youth, start a discussion of positive contributions and suggest that there really is no way criticisms and lists of weaknesses are helpful.

REFERENCES AND RESOURCES

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APPRECIATING DIVERSITY

THE SALAD BOWL EFFECT. Think of a good, big salad, what distinguishes a good salad from a mediocre one is the variety of ingredients. Each contributes its special taste to the whole salad bowl.

The United States is sometimes called a "salad bowl" because of the many different people who live here. Everyone brings to this country the flavor of their own unique personalities; all are united through their beliefs in freedom and democracy.

A public school classroom in the schools of the 90s may well include children or youth from several countries, children and youth of varying colors, cultural heritages, economic backgrounds, and children and youth with or without disabilities. The challenge to instructional personnel is to encourage each individual to enjoy his/her unique difference and to help each person participate fully in all activities. To the busy paraprofessional, this may sometimes seem a huge task but the overall educational goal for all children and youth is to achieve their visions, using their own capabilities. Instructional personnel strengthen capabilities through instruction and work toward increasing individuals self-esteem and autonomy so that individuals may work toward their goals.

In other words, it might be said that the instructional personnel provide the "salad dressing" of strategies, skills and techniques which provide a common understanding (and bonding) for children and youth and hold the "salad" together.

DIFFERENCES. When Larry's mother and father were divorced, Larry was actually glad because it meant that he wouldn't have to listen to them argue any more. But, when he wanted to join the Boy Scouts, he was embarrassed when he learned that he could not do so unless his father was prepared to carry out activities with him. Since his father had moved to another part of the city, this wasn't possible, and Larry had to miss out on the Scout experience.

Clarence's teacher indicated that she had signed up his entire class to take Cardio-Pulmonary Resuscitation instruction as part of the requirements of their Health Class. Clarence could not find a way to tell her that his family did not believe in providing CPR to people who might be dying. They believe that when it is time to die, it is time, and no one should intervene.

It is nearing the end of the school year, and decisions are being made about which student should receive a scholarship available in the district for the senior who has an outstanding record of achievement in academics, contribution to the school and community, and participation in sports. Two students are almost equal in terms of qualifying for the award, with one exception - Jonathan has a slightly lower grade point average than Lorraine. Several faculty members have decided that even so he should receive the scholarship, because Lorraine is pregnant and may not perform well in college - or may never even make it that far.

Parker overheard a discussion between two teachers. One of them said, "Poor Parker, it's too bad he has to live with his grandmother; she is so much older than the parents of the other children and just doesn't seem to fit in." Parker loves his grandmother and is proud of her, but this remark made him wonder if there was something wrong with him.

None of the above should have happened. Although they may seem to be examples of pure bigotry and prejudice, it may well be that, instead, they are just examples of people who don't think and who are not sensitive to the culture, the lifestyle and the values of the people around them.

But, still the incidents happen. And they occur because people are <u>not</u> sensitive to the cultural heritage, lifestyles, and value systems of others. This lack of sensitivity results in racism, sexism, handicapism that may stop children and youth who have even less reason than others to want to be a part of the mainstream from achieving full participation in the community.

When incidents like those above occur, they not only take away from the individual child, they take away from the class as a whole. Because one child and his/her unique characteristics are ignored or abused, none of the rest of the children or youth or staff have the opportunity to enjoy them either. And so, the whole group of individuals are the poorer.

INDIVIDUAL VALUES. Think about your values system. What are the characteristics of your family that are important? On which questions are there only one answer? Which points are debatable? For instance:

Your daughter has just had surgery. Both you and your spouse work and are covered by a family insurance plan. Do you 1) submit all bills to both plans for reimbursement; 2) submit the bills to one plan; 3) choose one policy to provide the primary coverage and the other plan to pay expenses not paid by the primary policy?

Your grandfather has just died. Your mother calls you at college to tell you. You are studying for a big exam. You tell your mother, 1) "I'll make arrangements and be right home." or 2) "I'm studying for an exam; I don't think I can make it before the day of the funeral." or 3) "I can't come home right now. There is too much studying to do here."

When your grandfather's will is read, you discover that he has left you $20,000. What do you do? 1) Immediately put the money into investments, thinking that you will need it at a later date for a down payment on a house or some other big purchase? 2) Immediately start planning for the trip of a lifetime? or 3) Settle up your present bills?

Although each of the above incidents may appear to have only one valid response, there are, in fact, the possibilities of at least three choices on each, and members of the class may feel strongly about their choice. Actually, individual responses represent the values that we hold.

Values are developed over the course of a lifetime and they come from a variety of different directions. We may learn them from parents, from religious affiliations, school, friends, reading materials or a host of other sources. However they are learned, they have become a part of us and are important to each of us in our own way.

Recognizing the values of others is an important piece of recognizing the individuality of each person. In order to do so, you must be aware that the values system of another person is uniquely that person's; attempts to ignore it or to make changes will probably meet with failure.

It is necessary for paraeducators to realize that when they prepare lessons, there may be times when a skill that they are teaching is not one that the child feels a need to learn. It is important to anticipate that this might happen, and, in so doing, be ready to alter lessons as needed. For example, a teacher of home economics who plans cooking lessons which prepares all foods from scratch, may find several disinterested students who happen to live in homes where mixes and microwave ovens have made preparation easier and have placed a lower priority on cooking for oneself.

STRATEGIES AND TECHNIQUES. When the United States was viewed as a "melting pot," it seemed easy to work with individual students because the common understanding was that each was (or would become) very like the other. The language was English; a course and teaching strategies could be seen as applying equally to all students. For example, the way to learn the multiplication tables was to stand in front of the class and repeat them until you got them right. Now, most instructional personnel feel it is important to learn multiplication in a <u>functional</u> way. How will it be helpful to an individual person? (Who can always use a calculator to find the "right" answers?)

When we begin to appreciate the diversity of students and strive to help all students appreciate themselves and their contributions a number of teaching strategies may be helpful. Instead of encouraging students to compete against one another (the "old" way - remember "spelling bees"), students should be encouraged to increase their own skills - for the pleasure and reward of doing so. The reward is always increasing capabilities in participating in the community.

One teacher assigned one school day for each person in her class. At the beginning of the day, she asked the specific child to lie down on a large sheet of butcher paper. She traced the outline of the child on the paper and hung it on the wall. She then asked the whole class to provide descriptions for the child: - "Nice," "Smart," "Spanish," "Cute," "Strong," and so on, and so on. Throughout the day, the child was honored by the teacher and other class members.

Other strategies are to assist a child or youth to learn skills using whatever adaptations or accommodations are necessary. For example, a small hand-held calculator assists those who have trouble with numbers; braille books assist those who do not see to read; dictionaries assist those who do not speak English well; widened doorways assist those who use wheelchairs to gain access to every part of a building, or electric switches assist those who cannot manipulate things in their environment very well. Once instructional personnel understand that most people use some sort of accommodations (eye glasses, for example) and adaptations (easy-access cupboards), it becomes easier to develop them in the classroom. It is true that many children and youth with special needs profit enormously from accommodations and adaptations, but it is equally true that most people make them unconsciously - and all of us use them.

Other differences can be ignored - and usually were in the days of the "melting pot." The responsibility of personnel in today's schools is to recognize and appreciate the differences in all of us. There is no "right" or better cultural heritage, no "right" or better religion, no "right" or better ethnic background nor any "right" or better life-style. Often, people are devalued because of one or more person's beliefs in rightness or betterness. Once an individual ceases to believe in "rightness" and begins to believe that we are all different but equal as human beings, many opportunities emerge to celebrate the differences. As we do so, we assist each child or youth to grow in self-esteem and to increase his/her personal autonomy.

Perhaps two of the most oppressive forms of discriminatory behavior that confront us are stereotyping and labeling people.

STEREOTYPING. That is thinking in cliches and lumping people in groups. It is not true that "all Irishmen are the same" or "blondes have more fun," or "all fat people are have a great sense of humor," or "people with mental retardation cannot learn." In fact, any phrase that lumps people together probably is not true.

LABELING. It is probably unnecessary to remind people that labels are not good - but sometimes each of us can fall into labeling. It is important to use "People First Language." The way we say things may create prejudice toward other people. For example by referring to "the retarded," "the disabled," "handicapped access," rather than to people who have disabilities we create situations where people are seen only as members of a group where the color of a person's skin, their lifestyle or a disability is more important than other characteristics that recognize the contributions everyone makes to their family, school and community.

In sum, understanding and appreciating the diversity in the cultures, lifestyles and other characteristics of all people helps the instructional team to shape and refine, lessons and instructional methods in ways that will reinforce the value of the children and youth they work with. By avoiding the labeling of individuals the team will encourage the development of self-esteem in all children and youth. And by assisting - not doing for; encouraging - not requiring; demonstrating empathy - not sympathy; respecting -not being paternalistic; the team will foster the development of self-esteem and autonomy.

INCREASING SELF-ESTEEM AND AUTONOMY

The following guidelines are useful to instructional personnel committed to assisting children and youth to build self-esteem and increase self-reliance and autonomy.

- ✓ Every person is unique. There will never be another person exactly like this individual.
- ✓ While a difference itself may loom large in the life of an individual, it is not the major factor in the person's life. Much more important are the student's personality, talents, special interests.
- ✓ Every person makes positive contributions to his/her family and to significant others in his/her life. These should be recognized and rewarded on a daily basis.
- ✓ Good self-esteem is the result of the individual's understanding of his/her positive contributions and capabilities. On days when the person may find it difficult to recognize either, the paraeducator can help by pointing out positive characteristics.
- ✓ Autonomy, or the capability of directing one's own life, develops in early childhood and continues through adulthood. It is strengthened when individuals are encouraged to make choices and to act on the strength of their knowledge and convictions.
- ✓ The ability to achieve full participation in community life is the result of opportunities to try new things and to succeed or fail with the support of family and educational staff.

METHODS FOR ASSISTING CHILDREN AND YOUTH ACHIEVE PERSONAL GOALS

The following strategies will enable instructional personal and family members to assist any child or youth to accomplish the tasks and acquire the skills to achieve his/her goals:

- ✓ Allow ample time for tasks to be completed so that the child or youth does not feel rushed and inadequate because time is short.
- ✓ Identify places where assistive technology can be used to make a task easier to accomplish. This category includes communication boards, switches, jigs and any other device that will simplify or shortcut the task.
- ✓ Recognize the successes of the child or youth in a concrete manner. This may be done verbally or by keeping lists or by encouraging the individual to self-identify when s/he has accomplished a goal.
- ✓ Organize the education environment so that it is not just barrier-free, but so that it enhances the capabilities of each child or youth using it. This includes the placement of books and materials so that they are reachable and usable, finding furniture that is sturdy and easily accessible, and providing educational materials appropriate to the individual.
- ✓ Encourage the child or youth to set goals and to dream of the future in terms of work opportunities, travel aims, and living expectations.
- ✓ Assist the child or youth to find models with whom s/he can identify. For example, Steven Hawking, the world's greatest astronomer, uses a wheelchair and speaks via a communication device; Einstein worked out the theory of relativity; the world's system of numbers was begun by Arabs; Barbara Mikulski and Carol Mosely Braun are United States Senators.
- ✓ Let children and youth know that it is not necessary to be outstanding in order to be successful. Achieving full participation in the community while learning, living and playing can be accomplished by each person in his/her own way.

VALUES CLARIFICATION

DIRECTIONS: Make a list of values that might include: beliefs, rituals/celebrations, academic/career and other life goals, lifestyles, ethics, relationships to others, civil/human rights, economic/social status that are most important to you. (Do not limit yourself to the areas on this list.)

Complete this activity by answering the following questions about each item:

a) Is this something I truly prize/cherish?

b) Am I willing to publically affirm/defend my choice, preference, belief?

c) Have I acted on the belief or value? Is it an important part of the way I lead my life?

d) Does it have an impact on the way I view the worth of other people and my ability to work with students who come from totally different backgrounds?

EXERCISE #2

DIRECTIONS: Working with other members of a small group, answer one of the questions below:

1) Identify one aspect of an individual cultural heritage and tell how it could be incorporated into a learning experience for the class or program where you work. Example: Czechoslovakians traditionally celebrate May Day by holding a Maypole Dance. Why would it be effective to develop a teaching sequence around this cultural difference?

2) Identify one aspect of an individual lifestyle and tell how its recognition could make a difference to an individual learner. Example: The reading books which feature Dick, Jane, Mother and Father do not reflect the experiences of children or youth from one-parent families. Nor do typical pictures reflect different ethnic backgrounds. This reduces the incentive to learn to read about them.

3) Identify an aspect of an individual value or belief system and tell how its recognition could make a difference to an individual learner. Example: Because Joe's family do not believe in television, he must leave the room when the teacher plans to use a videotape.

Be prepared to share the findings of your group with the rest of the class.

EXERCISE #3

DIRECTIONS: Working with a partner, suggest at least six ways in which the children or youth in your classroom could be recognized for their positive contributions (thus increasing their self-esteem). For example, what if you gave a child a gold star for a completed assignment?

DIRECTIONS: Working with a partner, suggest five ways you could change the environment to make tasks simpler for children or youth in your classroom. (Remember - Tee Ball is an accommodation for some children.)

EXERCISE #5

DIRECTIONS: Celebrate Diversity. List below 10 things you could learn from children and youth in your classroom. (For example, drive a wheelchair (not easy) or learn Spanish or eat gefilte fish)

EMERGENCY, HEALTH AND SAFETY PROCEDURES

OVERVIEW

The suggested units in this module address issues and concerns that affect the health, safety and well being of children and adults in schools and other education settings. The topics include: 1) emergency procedures set by the district in the event of fire, accidents, and natural disasters; 2) precautions for reducing infectious and communicable diseases; 3) techniques for assisting children and youth with conditions that a) may affect their ability to eat or drink unaided, b) experience seizures and c) have physical and health related problems; 4) methods for positioning and transferring children and youth with disabilities, and good body mechanics to use when moving students or heavy objects and 5) procedures for detecting and reporting child abuse, and neglect.

Because the content covers such a broad range of subjects that are tied to local district procedures and policies, or require special expertise for trainers, background information is not included for the various units. It is the responsibility of the trainer to serve as the coordinator for the various sessions. To facilitate the work of the trainers we have developed the instructional objectives for the paraeducators, activities for the different sections, and suggestions for resources the trainer might use to implement the training.

INSTRUCTIONAL OBJECTIVES

The paraeducator will be able to:

¶ Demonstrate an ability to use CPR methods appropriate for the age and size of the children or youth they work with by successfully completing an approved CPR course offered by the American Red Cross or other emergency services agency.

¶ Demonstrate an ability to use emergency first aid procedures by successfully completing the multi media Standard First Aid Course offered by the American Red Cross.

¶ Demonstrate an ability to carry out the emergency procedures established by the local school district in the event of fire, accidents or natural disasters.

¶ Demonstrate an ability to administer medications or provide other specialized health care required by a child and approved by the district.

¶ Demonstrate an ability to use procedures developed by the district to prevent infections and reduce the spread of communicable diseases among children, youths and adult staff.

¶ Describe steps for assisting a person having a seizure.

¶ Demonstrate an ability to effectively use procedures for transferring children and youth with physical disabilities from a wheelchair to floor, floor to wheelchair, wheelchair to toilet/chair, toilet/chair to wheelchair.

¶ Demonstrate an ability to correctly position, handle, and carry children and youth with physical disabilities.

¶ Demonstrate an ability to use adaptive equipment used by children with physical disabilities.

¶ Demonstrate an ability to use proper body mechanics and avoid personal injury when transferring children and youth or moving heavy objects.

¶ Describe signs of physical, sexual and emotional abuse or neglect in children and youth they work with and the procedures established by the local school district for reporting suspected cases.

TRAINING TIME REQUIRED

The time required to teach the various components included in this module will depend on the identified training needs of the paraeducators. For example, all participants should participate in the sessions on your local emergency procedures, reducing infectious diseases, assisting a person having a seizure, identifying and reporting suspected child abuse, and good body mechanics.

If paraeducators are assigned to work in education settings/classrooms where children and youth with physical disabilities are enrolled, they should receive training in techniques for positioning, transferring and carrying. And they should be prepared to administer medications and other specialized health care needs of student, they work with. Other paraeducators probably will not benefit from this training.

The American Red Cross First Aid and CPR Courses require 8 hours each. Therefore, the total time to teach the entire series of classes will require approximately 22-23 hours.

EQUIPMENT AND MATERIALS REQUIRED

- Copies of your district's emergency procedures.

- Copies of your district's policies and procedures for reducing infections and communicable diseases.

- Copies of your district's policies for detecting and reporting child abuse and neglect.

• (Optional) Emergency First Aid and the School Child. This synchronized slide/tape was developed by the Kansas State Department of Education, Administration for Special Education and provides an overview of emergency first aid procedures for all levels of personnel. Information on how to borrow it is contained in the Bibliography of resources at the end of this section.

BEFORE AND DURING THE TRAINING

To accomplish the objectives of this module you will probably find it beneficial to recruit the assistance of professional personnel with expertise in the various content areas. The trainers may include occupational and physical therapists, nurses and a representative of your local human services agency with responsibility for maintaining the safety and well being of children.

- Identify the general and specific training needs of the participants to determine which training sections they will require.

- Contact the administrator(s) in your school district with responsibility for overseeing the health, safety and well being of students and staff. Ask a representative to attend a training session to review district policies and procedures connected with emergencies.

- Invite a social worker from your district or a representative of the local protection and advocacy or human services agency to speak to the class about signs para-educators should be aware of that might indicate child abuse or neglect and the procedures/chain of command to follow when reporting a suspected abuse.

- Invite a nurse to speak to the class: 1) to describe and demonstrate your district's policies and procedures for controlling infections and communicable diseases. (If the paraeducators are working in programs for infants and young children or other classes where toilet training is an instructional objective, they should stress procedures to use when changing diapers or assisting a student with personal hygiene); 2) describe procedures paraeducators should use to assist children and youth having seizures; 3) describe district policy and demonstrate proper procedures for children and youth who may require medication or other specialized health care during the school day.

- Invite a physical therapist to speak to the class and train paraeducators 1) to use good body mechanics when lifting and carrying children and youth with physical disabilities or moving heavy objects; 2) to use proper techniques for positioning and transferring children and youth with sensory, orthopedic and multiple disabilities; and 3) to use various adaptive equipment and maneuver wheel chairs.

- Contact the American Red Cross or other locally recognized providers of CPR and First Aid Training. Make arrangements for the paraeducators to receive the training. Because local chapters of the American Red Cross have different policies, you will need to determine if there is a fee. If there is, you need to arrange for payment. (If a paraeducator has a valid certificate in CPR or First Aid, they should be excused from the training.)

BIBLIOGRAPHY AND RESOURCES

For information about Epilepsy and other seizure disorders you may want to contact: The Epilepsy Foundation of America, 4351 Garden City Drive, Landover, Maryland 20785.

Another good resource for preparing paraeducators to work with infants and children is "Handbook for the Care of Infants and Toddlers with Disabilities and Chronic Conditions." (1991) It was developed by the University of Colorado Health Sciences Center - School of Nursing, and is available from Learner Managed Designs, Inc., Lawrence, Kansas 66047. While the materials focus on preparing personnel to work with infants and young children, much of the information can be appropriately used to train paraeducators working with older students. This is particularly true for the chapters on emergency procedures, infection control in child care settings, and causes and signs of physical, sexual and emotional abuse and neglect.

If you are interested in borrowing the synchronized slide/ tape, "Emergency First Aid and the School Age Child," from the Kansas Department of Education, contact: Administration for Special Education, 120 East 10th Street, Topeka, KS 66612, (913) 296-4941.

A resource for strengthening the capacity of paraeducators working in classrooms or other settings serving children and youth with physical disabilities is "Teaching Nontherapists to do Positioning and Handling in Education Settings," (1989). Developed by the Child Development and Rehabilitation Center at the Oregon Health Sciences University and the Oregon Department of Education, it has both a video and an instructor's manual. It is available from CDRC Publications, P.O. Box 574, Portland, Oregon 97207-0524.